DOCUMENT RESUME

ED 110 541 88 UD 015 347

AUTHOR Gavzy, Rita
TITLE Dale Avenue Project. A Performance Objective Curriculum for Prekindergarten through Third Grade: Test Manual.
INSTITUTION Paterson Board of Education, N.J.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.
PUB DATE Nov 74
NOTE 115p.

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS *Achievement Tests; Basic Skills; Disadvantaged Youth; *Early Childhood Education; *Educational Diagnosis; Elementary School Curriculum; Manuals; *Performance Based Education; Preschool Curriculum; Preschool Tests; Urban Youth
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; *New Jersey; Project Dale Avenue

ABSTRACT

The Dale Avenue Early Childhood Education Project Was developed in the Dale Avenue School in Paterson, New Jersey through funding from the Elementary Secondary Education Act Title III. The Project was validated in 1973 by the standards and guidelines of the U.S. Office of Education as innovative, successful, cost effective, and exportable. As a result, the New Jersey E.S.E.A. Title III program is funding the project as a demonstration site to offer interested educators the opportunity to see the program in operation and receive training in its replication. Materials developed by the program are available at cost. The heart of the Dale Avenue Program, it is stated, is the Performance Objective Curriculum which systematically develops skills in ten critical areas. Another essential component of the program is the use of the Performance Objectives as an evaluation tool. This test manual is divided into two parts. Part One includes the Dale Avenue Screening Tests with a description of how to make and score them. It also includes corresponding Dale Avenue Performance Objective numbers which will aid the teacher as she puts this test information into her record book. Part Two includes Performance Objective Tests in the areas of Listening, Naming, Observation, Speaking and Mathematics, and a description of how to make Classification and Seriation test kits. (Author/JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Paterson Public Schools, N.J.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

ED110541

THE DALE AVENUE PROJECT

A Performance Objective Curriculum for Prekindergarten Through Third Grade

Test Manual

November 1974

The development of the Dale Avenue Project was a cooperative effort of the Paterson Board of Education and the Office of Program Development, Division of Research, Planning, and Evaluation, New Jersey State Department of Education.

In 1973 the Dale Avenue Project was validated by the standards and guidelines of the United States Office of Education as innovative, successful, cost-effective, and exportable. As a result, the Dale Avenue School is now funded as a demonstration site to offer New Jersey educators the opportunity to see the program in action, examine its materials, and receive training in its replication. This test manual was prepared as part of the project's dissemination program.

The development and dissemination of the project have been funded through the New Jersey Elementary and Secondary Act, Title III program.

The Dale Avenue Title III staff would like to thank all of the parents, classroom teachers, administrators, specialists, paraprofessionals, custodial and clerical staff for their many contributions to the well being and growth of the children of the Dale Avenue School. A special thanks goes to Florence Munoz and John B. Tomasi for their contributions to this test manual.

UD 015347

Copyright, Paterson School District, Paterson, New Jersey, 1974.

Copyright will be claimed only during the period of further development unless copyright of the final materials is authorized by the New Jersey State Department of Education.

Paterson, New Jersey Public Schools
33 Church Street
Paterson, New Jersey
07505

Commissioners of the Board of Education

President.....	Jerry M. Bello
Vice President.....	Charles Nowatka
	Erling Bjorndal
	Catherine Cosenza
	Nettie Emering
	Kathryn Feeney
	Rev. Robert Kirchgessner
	Rev. Louis M. Richardson
	Frank Torresola

Administrative Staff

Superintendent.....	Dr. Norman S. Weir
Secretary-Business Administrator	Charles J. Riley
Assistant Superintendent.....	Joseph W. Goldberg
Assistant Superintendent.....	Frank Napier
Director of Funded Programs....	Vera P. Thompson
Assistant Secretary-Counsel....	Robert P. Swartz
Principal of the Dale Avenue School.....	Joseph DiGangi
Director, Prekindergarten, Dale Avenue School.....	Harriet G. Russell

Dale Avenue Project - Title III Staff

Project Director.....	Helen Burns Hanson
Researcher.....	Rita Gavzy
Supplementary Instructors, Testers.....	Rhoda Schenberg
	Marion Lippa
Secretary.....	Darlene S. Van Rensalier

Parent Advisory Committee

Mr. & Mrs. Greene Albritton	Mr. & Mrs. Carlton Gillis
Mr. & Mrs. Marty Barnes	Mr. & Mrs. Freddie Holmes
Mr. George Collazo	Mr. & Mrs. James Jeter
Mr. & Mrs. Charles Council	Mr. & Mrs. William Nelson
Mr. & Mrs. Clyde Crooms	Mr. & Mrs. Thomas Taliaferro
Mr. & Mrs. Eugene Dawson	Mr. & Mrs. Luis Torres
Mr. & Mrs. Robert Del Vecchio	Mr. & Mrs. James Wright
Mr. & Mrs. Winnie Edwards	Mrs. Henrietta Young
Mr. Harold Foster	

Project Address — Dale Avenue School, 21 Dale Avenue
Paterson, New Jersey 07505 (201) 271-3375

This manual was prepared by Rita Gavzy, Researcher
Dale Avenue ESEA, Title III Project.

Table of Contents

		Page
Introduction		2
Part I:	Screening Tests	2-17
	How to make Prekindergarten test	5
	Scoring of Prekindergarten tests	6
	Performance Objective numbers that correspond with Prekindergarten tests	7
	How to make Kindergarten test	9
	Scoring of Kindergarten tests	12
	Performance Objective numbers that correspond with Kindergarten tests	14
Part II:	Performance Objective Tests	18-111
	Listening Test A	21
	Listening Test B	28
	Naming Test	35
	Observing Test	47
	Speaking Test	54
	Mathematics Test	81
	How to make Classification Test	110
	How to make Seriation Test	111

Introduction

The heart of the Dale Avenue Program is the Performance Objective Curriculum which systematically develops skills in ten critical areas: Listening, Naming, Observing, Speaking, Perceptual Motor Skills, Writing and Motor Skills, Mathematics, Decoding/Encoding, Classification and Seriation. Another essential component of the program is the use of the Performance Objectives as an evaluation tool. Teachers, through the use of this testing tool, can determine whether individual children have learned what has been taught.

This test manual is divided into two parts. Part I includes the Dale Avenue Screening Tests with a description of how to make and score them. It also includes corresponding Dale Avenue Performance Objective numbers which will aid the teacher as he/she puts this test information into his/her record book. Part II includes Performance Objective Tests in the areas of Listening, Naming, Observing, Speaking and Mathematics and a description of how to make Classification and Seriation test kits.

Part I Screening Tests

Prekindergarten Skill Assessment Test
Prekindergarten Identity and Body Parts Checklist
Kindergarten Skill Assessment Test
Kindergarten Identity and Body Parts Checklist

THE DALE AVENUE STAFF-MADE SCREENING TESTS

Several tests have been created by the Dale Avenue Title III staff. They are: The Prekindergarten Skill Assessment Test and Identity and Body Parts Checklist which are also referred to as The Skill Assessment Test and Identity and Body Parts Checklist, Part I; The Kindergarten Skill Assessment Test and Identity and Body Parts Checklist which are also referred to as The Skill Assessment Test and Identity and Body Parts Checklist, Part II.

The two prekindergarten tests are used along with the standardized Peabody Picture Vocabulary Test (see final report, pg. 24) to establish educational need for entering prekindergarten children. They are also given as posttests at the end of prekindergarten to demonstrate pupil progress. Both the prekindergarten staff-made tests yield a score based on one hundred points. The battery of three tests must be given individually and takes about fifteen minutes to administer and score.

All four of the prekindergarten and kindergarten test instruments correspond with items on the Dale Avenue Performance Objectives. If they are utilized as pretests, the corresponding items can be checked off in the Performance Objective Record Book for those students who have correctly answered various test items.

The two kindergarten tests were also used along with the Peabody Picture Vocabulary Test as pre and posttests to furnish data during the three developmental years of The Dale Avenue Project. However, since this battery of three tests takes about one hour to administer individually to each child and since most of the items are in the Performance Objectives, it is suggested that unless prototype evaluation test scores are required (see Administrator's Guide) the time could be more effectively spent in directly testing the children on the Performance Objectives. (Tests in the Performance Objective areas of Listening, Naming, Observing, Speaking and Math and descriptions of how to make the Classification and Seriation Tests are in the second part of this manual.)

If there is no preschool and the population is similar to that of Dale Avenue School (from Title I area, approximately 65% Black, 20% White, 15% Spanish Speaking) then the prekindergarten test battery may be administered to kindergarten children and the kindergarten tests to children in first grade. Testing a small sampling of the children should indicate which test battery is appropriate. If a large percentage of the children have perfect or near perfect scores at the pretest time on the prekindergarten tests then the kindergarten battery may be used.

HOW TO MAKE KIT FOR PREKINDERGARTEN SKILL ASSESSMENT TEST

All the following items are to be put in a manila envelope.

1. Draw a square on a card.

   Draw a circle on a card.

   Draw a triangle on a card.

2. Color in a ½ inch strip of index card for each of the following colors: red, blue, purple, orange, green, black, yellow, brown.

3.
4. } Nothing need be made for these items.

5. Put each number from 1 to 10 on a separate card. (Use black crayon or magic marker.)

6. Use four tongue depressors for object counting.

7. A. Draw three small red circles (exactly the same size) on a card.

   B. Draw one large blue circle.

Scoring Sheet

X incorrect

✓ correct

PREKINDERGARTEN SKILL ASSESSMENT TEST

1. 5 pts. each (total 15)

2. 2 pts. each (total 16)

3. 10 pts. for complete birthday

   5 pts. if they just tell the month

4. 1 pt. for each number to 14 (total 14)

5. 2 pts. each (total 20 pts.)

6. 3 pts. each (total 12 pts.)

	(A.)	(B.)	
7. Yes-No response	3 pts.	3 pts.	
2nd response	2 pts.	1½ pts.	(total 13 pts.)
3rd response	2 pts.	1½ pts.	

Grand Total 100 pts.

PREKINDERGARTEN IDENTITY AND BODY PARTS CHECKLIST

I. Identity Checklist

   5 pts. each (total 25 pts.)

II. Body Parts Checklist

   3 pts. for each body part (total 60 pts.)

   1 pt. for each "How many"

   except

   2 pts. for "How many fingers on one hand?"

   2 pts. for "How many fingers on both hands?"
   (total 15 pts.)

Grand Total 100 pts.

PREKINDERGARTEN SKILL ASSESSMENT TEST
WITH CORRESPONDING PERFORMANCE OBJECTIVE NUMBERS

NAME:_____ DATE:_____

Corresponding Performance Objective Numbers		
N13	1.	Identifies:
N14	2.	Names: purple brown yellow green blue red black orange
N26	3.	Birthday: When is your birthday?
M2	4.	Rote count: "count for me" 1 2 3 4 5 6 7 8 9 10 11 12 13 14
M6	5.	Identify numerals: (random order) 1 2 3 4 5 6 7 8 9 10
M5b	6.	Count objects in groups of: 1 2 3 4
O10	7. A.	See likes and differences: Procedure: Present child with 3 like red circles. Question. Are these the same? Why? Is there anything else the same?
O11	B.	Child is then presented with an additional larger blue circle. Question. Is this the same as these? Why? Is anything else different?

NAME_____

SIGNED_____

PREKINDERGARTEN IDENTITY AND BODY PARTS CHECKLIST
AND CORRESPONDING PERFORMANCE OBJECTIVE NUMBERS

CHILD'S NAME:_____( )A.M. ( )P.M. Prekdgn.____

Corresponding Performance Objective Numbers

I. Identity Checklist

N1,2 A. What is your name?_____

part of N5 B. Who is your teacher?_____

part of N3 C. How old are you?_____

part of N4 D. Where do you live?_____

_____

part of N4 E. What number bus do you ride on?_____

II. Body Parts Checklist

A. "I am going to point to parts of my body and you name them.

WHAT IS THIS?

Eyes_____ How many?_____
Nose_____ How many?_____
Mouth_____ How many?_____
Teeth_____
Tongue_____
Eyebrows_____
Eyelashes_____
Ears_____ How many?_____
Neck_____
Elbow_____ How many?_____
part of N6 (legs & chest are also included in N6) Arm_____ How many?_____
Hand_____ How many?_____
Fingers_____ How many on one hand?_____
How many on both hands?_____

Wrist_____ How many?
Feet_____ How many?
Ankle_____ How many?
Leg_____ How many?
Back_____
Stomach_____
Hair_____

Date:_____
Signed:_____

HOW TO MAKE KIT FOR KINDERGARTEN SKILL ASSESSMENT TEST

All the following items can be put into a 5 by 8 inch index card file box.

1. A. Draw each of the following shapes on a separate index card; circle, square, triangle, rectangle, diamond, star, heart, oval.

   B. Cut three two inch squares. Cut one square on the diagonal making two triangles with two, two inch sides.

   C., D. Nothing need be made for these items.

2. Draw a different strip of color on each of eleven cards or draw each color on a 1 1/2 inch strip on index card. (purple, green, black, pink, brown, blue, orange, tan, yellow, red, gray)

3. A. Use a strip of silver foil and a strip of colored paper.

   B. Use light blue and dark blue construction paper.

   C., D., E., F. Nothing need be made for these items.

4. A. through G. Nothing need be made for these items.

5. A. Show emery board or sandpaper strip along with strip of smooth oaktag.

   B. Show piece of fur, cotton or velvet along with ruler or block.

   C. Show ball or round bead along with ruler or block.

   D. same as A

   E. same as B

   F. same as C

6. A, B & C. Draw a small circle on a 5 by 8 inch file card, a middle size circle on another and a large circle on another card.

7. A. through F. Use two sheets of paper and a pencil.

   G, H & I. Stack three small blocks.

8. Put each number from 1 to 10 on a separate card. Use black magic marker.

9. Use ten tongue depressors for object counting.

10. A, B & C. Nothing need be made for these items.

11. A. Draw three small red circles (exactly the same size) on a card.

    B. Draw one large blue circle on another card.

    C. 1. Draw a picture of shoes on one file card, socks on another, a bottle on another and a hat on another.

11. C. (continued

2. Draw a picture of an apple on one card, banana on another, pocketbook on another and pig on another.

3. Draw a picture of a chair on one card, a couch on another, a ball on another and an orange on another.

12. A. Use two shoe laces with one end of each lace knotted. Two red, blue, green and yellow round beads will be needed.

B. On each of three cards draw a picture of a string with a knot on the left. Use the following bead designs:

1. red bead first and then blue.
2. blue bead first, then yellow and then green.
3. green bead first, then red, then yellow and then blue.

Scoring Sheet

X incorrect

correct

KINDERGARTEN SKILL ASSESSMENT TEST

1. A. 1/4 pt. each (total 2 pts.)
   B. 1 pt. each (total 2 pts.)
   C. 2/3 pt. each (total 2 pts.)
   D. 2/3 pt. each (total 2 pts.)
   8 pts. total
2. 1 pt. each (total 11 pts.)
3. 1 pt. each (total 6 pts.)
4. 1 pt. each (total 8 pts.)
5. 1 pt. each (total 6 pts.)
6. 1 pt. each (total 3 pts.)
7. 1 pt. each (total 9 pts.)
8. 1/2 pt. each (total 10 pts.)
9. 1 pt. each (total 10 pts.)
10. A. (1-5) = 1/4 pt., (1-10) = 1 pt., (1-15) = 2 pts., (1-20) = 3 1/2 pts.
    B. (10-6) = 2 pts., (10-1) = 4 pts.
    C. 2 digits = 1/4 pt., 3 digits = 1 pt., 4 digits = 2 pts., 5 digits = 3 1/2 pts.
11. A. yes = 1, each of 2 reasons 1 pt. each. total 3 pts.
    B. yes or no = 1, each of 2 reasons 1 pt. each.
    C. 2 pts. each item. total 6 pts.
12. A. 1 pt. each total 3 pts.
    B. 1 pt. each. total 3 pts.

Grand Total 100 pts.

Scoring Sheet (continued)

X incorrect

✓ correct

Identity and Body Parts Checklist, Part II

I. Identity Checklist

2 pts. each (total 20 pts.)

II. Body Parts Checklist

2 pts. for each body part (total 60 pts.)

1 pt. for each "How many" (total 20 pts.)

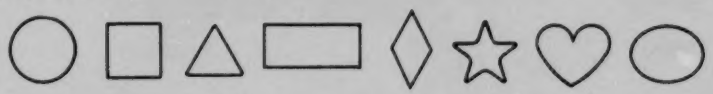
Grand Total 100 pts.

KINDERGARTEN SKILL ASSESSMENT TEST
WITH CORRESPONDING PERFORMANCE OBJECTIVE NUMBERS

NAME:_____ DATE:_____

Corresponding Performance Objective Numbers

N13,20 1. Identifies:

A. 

(If they know all the shapes)

B. Make a square (from 2 triangles)
Make a rectangle (from 2 squares)

C. Trace a square, triangle, circle

D. Make a square, triangle, circle

WMS13 2. Names: purple___brown___yellow___
green____blue____red_____
black____orange__gray_____
pink_____tan_____

N14,21 3. Answers questions:

A. Is this color shiny or dull?_____
part of N15 B. Is this color light or dark?_____
C. What two colors make pink?_____
D. What two colors make green?_____
E. What two colors make gray?_____
F. What two colors make tan?_____

4. Answers questions or names:

N26 A. When is your birthday?_____
N25 What month is your birthday?_____
N27 B. Name the months of the year._____
C. How many months in the year are there?__
N24 D. Name the days of the week._____
E. How many days in the week are there?____
N28 F. Name the seasons._____
G. How many seasons in the year are there?_

5. Responds and demonstrates

A. Give me the smooth object._____
B. Give me the soft object._____

5. Responds and demonstrates (continued)

C. Give me the flat object._____
D. Is this object smooth or rough?_____
E. Is this object soft or hard?_____
F. Is this object flat or round?_____

6. Demonstrates: (Gives it to examiner)

A. Which circle is small?
B. Which circle is middle sized?
C. Which circle is large (or big)?

7. Demonstrates:

A. Put the pencil next to the paper.
B. Put the pencil under the paper.
C. Put the pencil on top of the paper.
part of O6 D. Put the pencil in front of the paper. (hold paper up)
E. Put the pencil in back of the paper. (hold paper up)
F. Put the pencil between two pieces of paper.
G. Which block is on top?
H. Which block is in the middle?
I. Which block is on the bottom?

8. Identifies numerals. (random order) What number is this?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

part of M6

18 19 20

9. Counts objects in groups of:

part of M9 1 2 3 4 5 6 7 8 9 10

10. Rote counts. "Count for me."

A. 1,2,3,4,5, - 6,7,8,9,10, - 11,12,13,14,15, -

16,17,18,19,20

M2,3

B. Rote counts backward. "Count backward

leads up to M14 for me." 10,9,8,7,6, - 5,4,3,2,1

C. Repeats a group of 2,3,4, and 5 numbers at 2 second intervals.

6 5
7 3 1
L24 5 2 7 6
L32 3 2 5 1 7

010 11. A. Sees likes and differences. (color, size and shape) Procedure - Present the child with 3 like red circles. Question. Are These the same? Why? Is there anything else the same?

B. Child is then presented with an additional larger blue circle. Question. Is this the same as these? Why? Is there anything else that is different?

C. (Using pictures) Pick the item that goes with the item shown.

1. Shoes - Which of these goes with the shoes? (Show pictures of socks, bottle, hat.) Objects commonly associated with each other.

2. An apple - which of these goes with an apple? (Show pictures of banana, pocketbook, pig.) Objects which share physical attributes.

3. A chair - Which of these goes with a chair? (Show pictures of a couch, a ball, an orange.) Objects which serve similar functions.

07 12. A. Copies sequence of 2, 3, 4, beads. (actual beads) "Make it just like mine."

07 B. Produces a pattern of 2, 3, 4, beads that they see in picture form.

KINDERGARTEN IDENTITY AND BODY PARTS CHECKLIST
WITH CORRESPONDING PERFORMANCE OBJECTIVE NUMBERS

CHILD'S NAME:_____ ( )A.M. KIN._____
( )P.M. KIN._____

Corresponding Performance Objective Numbers

I. Identity Checklist

N1,2	A. What is your name?_____
part of N5	B. Who is your teacher?_____
part of N3	C. How old are you?_____
part of N4	D. Where do you live?_____
part of N4	E. What number bus do you ride on?_____
part of N4	F. What is the name of this school?_____
part of N5	G. What grade are you in?_____
	H. Are you a male or a female?_____
	I. Which is your right hand?_____
	J. Which is your left hand?_____

II. Body Parts Checklist

A. "I am going to point to parts of my body and you name them."

N6a	Eyes_____	How many?_____
N6a	Nose_____	How many?_____
N23c	Nostrils_____	How many?_____
N6a	Mouth_____	How many?_____
N6b	Teeth_____	
N6b	Tongue_____	
N23e	Cheeks_____	How many?_____
N6g	Eyebrows_____	
N6g	Eyelashes_____	
N23c	Forehead_____	
N6b	Ears_____	How many?_____
N6c	Neck_____	
N23e	Chin_____	How many?_____
N6d	Elbow_____	How many?_____
N6c	Arm_____	How many?_____
N6d	Hand_____	How many?_____
N6d	Fingers_____	How many on one hand?_
		How many on both hands?
N6f	Chest_____	
N6g	Wrist_____	How many?_____
N6e	Feet_____	How many?_____
N23d	Toes_____	How many on one foot?_
		How many on both feet?
N6e	Ankle_____	How many?_____
N6e	Leg_____	How many?_____
N23b	Knee_____	How many?_____
N6f	Back_____	
N23a	Shoulder_____	How many?_____
N6f	Stomach_____	
	Hair_____	DATE_____
N23a	Waist_____	SIGNED:_____
N23b	Hips_____	

Part II: Performance Objective Tests

	Developed by
1. Listening Test A.	Rhoda Schenberg
Listening Test B.	Florence Munoz-Dale Ave. teacher
Naming Test	Rhoda Schenberg
Observing Test	Rhoda Schenberg
Speaking Test	Rita Gavzy
Mathematics Test	John Tomasi-Dale Ave. teacher
	Rhoda Schenberg, Marion Lippa, Rita Gavzy — Title III staff

Illustrations by Darlene S. Van Rensalier, Title III Secretary

2. Classification Test
   Seriation Test

PERFORMANCE OBJECTIVE TESTS

Besides being small increments of learning, a skeleton curriculum, a device for record keeping, parent reporting and grouping, the Performance Objectives are also a pre- and posttest.

During the first developmental year of the project the prekindergarten and kindergarten teachers at Dale Avenue were content to test each child on the Performance Objectives in any way they wished. During the second and third years of the project, when the first through third grade teachers became involved in using Performance Objectives, it became apparent that there was a desire for specific tests to be utilized by all the teachers so that everyone would be testing in the same way.

The six tests found in this portion of the testing manual were the outgrowth of that desire.

Since the Perceptual Motor Skills and Writing and Motor Skills Performance Objectives seemed self-explanatory, no separate tests were developed to go along with them. (See Bibliography in the back of the Performance Objective Manual with special regard to Kephart for valuable background material for these areas.)

It is the belief of the Title III staff that all the areas of the Performance Objectives (except Math) are reading readiness or reading categories. The specific Decoding/Encoding Section was taken directly from the Banks Street Reading Series. Performance Objectives were written for each skill and presented in the same developmental manner as is presented in the series. Consequently, the Bank Street teacher's manual and workbooks provide specific test items for each Decoding Performance Objective starting with Decoding 10. Decoding 1 through 9 are self-explanatory.

Whatever reading series is used, decoding/encoding test items will be provided in the teacher's manual and workbooks. If the decoding objectives are presented in a somewhat different developmental manner than the Dale Avenue (Bank Street) Objectives, teachers should probably follow the Basal Series that their school uses.

A description of how to make the Classification and Seriation Test Kits can also be found in this portion of the Test Manual. Items can be substituted for those suggested as long as they are used consistently. For instance, if plastic is suggested but the teacher who is making the kit decides instead to use a different texture, velvet, she should use velvet every time plastic is called for.

Note - If there is any problem in understanding any terminology in the Performance Objective Tests, check the introduction to each Performance Objective Area in the Performance Objectives Manual or the Activity Kit.

LISTENING: A.

Materials required: four rhythm instruments, pencil, paper, eraser.

L-1 Indicates recognition of own name by raising hand, or saying "here," "yes," or "si."

Is your name _____ (child's name)?

L-2 Follows a simple direction to complete a simple task.

Please stand up. Bend down. Now sit down again.

L-3 Follows complicated direction involving several tasks.

Take this pencil. Make a mark on the paper. Erase (or scribble over) your mark.

L-4 Selects from four pictures one picture which relates to a word presented orally.

Look at these pictures. Point to cat. Point to lamp.

L-5 Names a familiar song after listening to a few bars.

Hum the song "Jingle Bells" as far as "Jingle all the way."

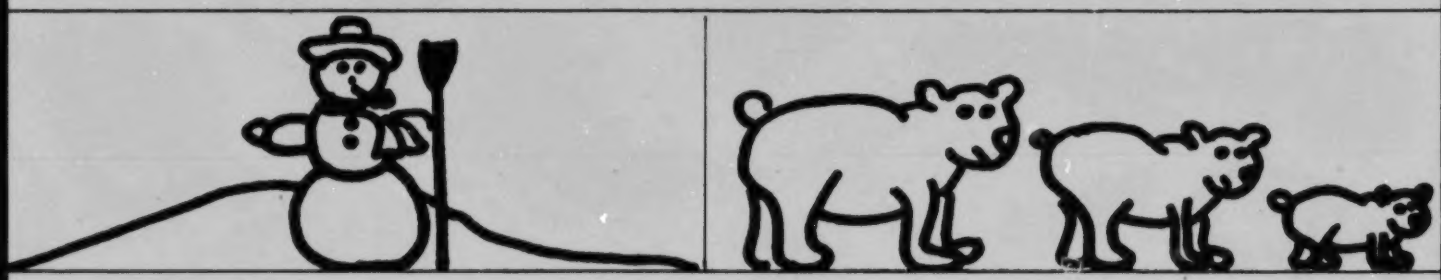
Do your know what song I was humming? Tell me the name of the song.

Listening

L-6 Selects from four instruments the appropriate rhythm instrument after hearing the sound of this instrument demonstrated.

> Show four rhythm instruments such as triangle, drum, bells and sand blocks. Play one of them, out of sight of the child.
>
> Which one of these instruments made the sound you heard?

L-7 Selects from two pictures the one which relates to a short story, rhyme or song presented by the teacher. (Tell the story of the Three Bears and have the children select one of the two pictures.)



L-8 Correctly answers verbally a minimum of two questions related to a short, simple story read by the teacher.

> Listen while I tell you a little story: Beth and Steve went into the kitchen one morning to get their breakfast. Their mother said to them, "I have to leave for work now. You will find your breakfast on the table all ready for you. Have a good day at school. Good-bye, my dears."

Can you tell me where Beth and Steve's mother was going?

What time of day do you think it was?

In what room of the house did the story take place?

Listening

L-9 Repeats, in exact sequence, four digits, or words, at rate of two per second.

I'm going to say some numbers. When I finish saying all of them, you say the whole set back to me. Ready: 4-7-2-9. (Numbers are said at rate of two per second.)

L-10 Retells in proper sequence a two or three sentence story told by the teacher.

(Name of child being tested may be substituted for name of child in the story.)

Pamela's mother took her shopping downtown. She saw a blue sweater in the window that she wanted very much. How happy she was when her mother went into the store and brought that very sweater.

Now it's your turn. Please tell me the story I just told you. (Child may substitute own words, but the sequence must be the same.)

L-11 Recites a minimum of three nursery rhymes, poems, or finger plays. Demonstrates comprehension by answering orally a minimum of two questions about each rhyme, poem or finger play.

Please tell me a poem you know.

(If no response, suggest poems such as Jack and Jill, Humpty Dumpty, Eensy-Weensy Spider.)

Questions such as the following should be asked about each recitation:

1. In Jack and Jill, what were the children going to get? Who was the first to fall down?

2. In Mary Had a Little Lamb, what kind of animal did Mary have as a pet? What color was it?

L-12 Sings a minimum of three songs. Demonstrates comprehension by answering orally a minimum of two questions related to each song.*

L-13 Correctly identifies three gross sounds heard in the classroom.

"Close your eyes while I make a sound."

(Then, snap fingers; rap on desk, or rustle papers.)

L-14 Correctly discriminates between pairs of sounds produced by the teacher.

Say: " I am going to make a sound. Tell me if it is a loud or a soft sound." (Whisper a word) "Now I'm going to sing a note, (or play it on an instrument), and I'd like you to tell me if it's a high note or a low note: Listen to this rhythm: (tap with pencil); is it fast or slow?"

L-15 Correctly identifies direction from which three sounds come.

Have child identify random noises that can be heard: a. outside
b. in back of room
c. in the hall

L-16 Recognizes rhyming words in poems or nursery rhymes, when asked to listen for words that sound alike. (Final sounds that are alike.)

Listen to the poem: Hickory Dickory Dock, the mouse ran up the clock. Which word did you hear that rhymes with dock?

L-17 Supplies adjectives, or phrases of his own, to portray characters in stories read to him.

Do you remember the story of Cinderella? Tell me everything you can about the stepmother. About the prince.

L-18 Retells, in proper sequence, a short story read aloud many times by the teacher.

(Classroom activity only)

* Please turn to page 112 for the appropriate test.

Listening

L-19 Indicates by gesture or verbal response that a word in a familiar story, poem or song is inappropriate.

> Clap your hands if you hear me say something wrong or silly: Once upon a time Goldilocks went to the house of the nine bears. She ate up all of the baby goat's porridge. She slept in Baby Bear's chair. She tried Papa Bear's bed but it was too little.

L-20 Takes part in choral speaking, blending in with group.

(Classroom activity only)

L-21 Provides appropriate rhyming word in a familiar couplet.

> Please finish this poem for me:
> Jack be nimble, Jack be quick;
> Jack jump over the _____.

L-22 Can select from a group of five words, the two that rhyme.

> I am going to say five words. Two of them rhyme. Which are the two words that rhyme? mask, mat, pack, pet, fat.

L-23 Correctly answers verbally a minimum of five questions related to a short, simple story read by teacher.

> Listen to this story: Robert and Joseph went to the supermarket for their mother. She wanted them to buy a box of cookies. They met Mrs. Green. She said there was a special sale on the cookies and it would be a good idea to buy 2 boxes. Mother was surprised when the boys came home with 2 boxes of cookies. She smiled at the boys when they told her why they bought the extra box.
>
> What did mother want the boys to buy? Did the children buy exactly what mother had asked for? How many extra boxes did they buy? Why did they buy the extra box of cookies? Where did they buy the things?

Listening

L-24 After thirty second pause can repeat in exact sequence four digits that have been given at the rate of two per second.

> Listen to the numbers I say and remember them. I will ask you to say the numbers back to me, but not until I nod my head. The numbers are: 3-9-5-2. (Wait 30 seconds, nod.)

L-25 Continues telling a familiar story when the previous story teller stops.

> Once upon a time, there was a little girl who was called Cinderella. She lived with her stepmother and...now you finish the story for me.

L-26 Performs a particular motor activity everytime a particular word in a familiar story read by the teacher is heard.

> I'm going to read over again the story you heard me read a little while ago. (See L-23.) This time, as I tell it, listen carefully for the word cookies. Everytime you hear the word cookies, I would like you to tap your finger on the desk.

L-27 When given three step directions can repeat them.

> Listen to some things I would like you to do: Take a book from the shelf. Open it to page 17. Close the book. Tell me what I asked you to do?

L-28 Continues verbally with the next number or letter in a series when presented with the two previous numbers or letters.

> What number is next?: 7,8,__.
> What number is next?: 13,14,__.
> What number is next?: 78,79,__.
> What letter is next?: l,m,__.

Listening

L-29 Tells four directions for a previously learned game.

> Do you know how to play Tic-Tac-Toe or Hide and Go Seek? Tell me how to play.

L-30 Tell whether the mood of the story is sad, happy, exciting or scary.

> Tell me the feeling you get when you hear these stories: "Cinderella" when she is alone by the cinders, "Lost in Space," "Soul Train."

L-31 When told a scrambled version of a familiar story, can rearrange the story in proper sequence.

> Retell this story in the proper order: Huff and puff, then one brother built a house - the big bad wolf said - I'll blow your house - built a house made of straw.

L-32 After a thirty second pause can repeat in exact sequence five digits that have been given at the rate of two per second.

> I am going to say some numbers. I would like you to listen to them and say them all back to me, but wait until I nod my head: Ready, listen: (At 2 per second: 3-9-2-6-1. Wait 30 Seconds. Nod. Same procedure: 8-6-4-2-5.

L-33 Follows five step directions:

> I am going to tell you some things I would like you to do. Wait until I'm finished telling you the whole thing, and then please do them: Clap hands twice, stand up, turn around once, walk to book shelf, return to seat.

L-34 When given five step directions, repeats them.

> Please tell me what I asked you to do.

LISTENING: B. by Florence Munoz

L-1 Indicates recognition of own name by raising hand, or saying, "here," "yes," or "si."

L-2 Follows a simple direction to complete a simple task.

* Stand Up! Take a crayon!

L-3 Follows complicated direction involving several tasks.

* "Go to Mrs. Smith's room. Give her this note. Bring back her answer."

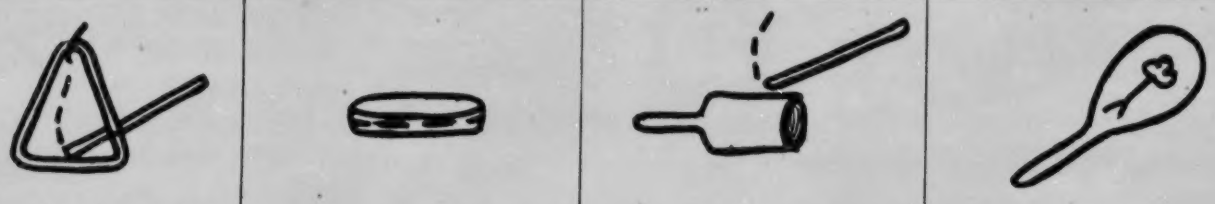
L-4 Selects from four pictures one picture which relates to a word presented orally.

* Umbrella

L-5 Names a familiar song after listening to a few bars.

* My country tis of thee ....
Sweet land of liberty .....

L-6 Selects from four instruments the appropriate rhythm instrument after hearing the sound of this instrument demonstrated.



* Play a triangle.

Listening

L-7 Selects from two pictures the one which relates to a short story, rhyme or song presented by the teacher.

* Little Bo-Peep lost her sheep and didn't know where to find them. Leave them alone and they will come home wagging their tails behind them.

L-8 Correctly answers verbally a minimum of two questions related to a short, simple story read by the teacher.

* An old man had a little car, but the old man was sad. His little car did not go. A horse liked the old man. He let the old man ride on him.

1. What did the old man have?
2. Why was the old man sad?
3. Why did the horse let the old man ride on him?

L-9 Repeats, in exact sequence, four digits or words, at the rate of two per second.

* ball, man book, red or 7-5-2-9

L-10 Retells, in proper sequence, a short two or three sentence story told by the teacher.

* A rabbit had big teeth. He liked to bite carrots. He ate 20 carrots everyday.

Listening

L-11 Recites a minimum of three nursery rhymes, poems, or finger plays. Demonstrates comprehension of them by answering orally, a minimum of two questions related to each rhyme, poem or finger play.

* Jack and Jill
  Little Jack Horner
  Little Boy Blue

1. What did Jack and Jill go up the hill to get?
2. Who fell down first?

1. Where did Jack Horner sit?
2. What did he do?

1. What did Little Boy Blue do?
2. Where were the cows?

L-12 Sings a minimum of three songs. Demonstrates comprehension by answering orally a minimum of two questions related to each song.

* Are you Sleeping? (Brother John)

1. Who are we singing to?
2. What is ringing?

* Old MacDonald

1. What did old MacDonald have?
2. Name three animals on the farm.

* Mary Had a Little Lamb.

1. How did the lamb get to school?
2. The lamb's fleece was as white as ____.

L-13 Correctly identifies the following gross sounds heard in the classroom.

* Closing of door, chalk on blackboard, singing.

L-14 Correctly discriminates between pairs of sounds produced by the teacher.

* Loud - Slam door.
  Soft - Rub hands smoothly together.
  Fast - Clap fast.
  Slow - Clap slowly.
  High - Make shrill noise in throat.
  Low - Make deep voice in throat.

Listening

L-15 Correctly identifies direction from which sound comes.

* Write on blackboard in back of room.
Knock on door from outside of room.

L-16 Recognizes rhyming words in poems or nursery rhymes when asked to listen for words that sound alike.

* There was an old woman who lived in a shoe. She had so many children, she didn't know what to do. She gave them some broth, without any bread and whipped them all soundly and put them to bed.

L-17 Supplies adjectives, or phrases of his own, to portray characters in stories read to him.

* READ: Goldilocks

1. How did Goldilocks feel when she got lost? When she saw the bears?

2. How did the bears feel when they found Goldilocks?

3. How did the Baby Bear feel when he saw his broken chair?

L-18 Retells, in proper sequence, a short story read aloud many times by the teacher.

* The Kitten Finds a Home

The little kitten was sad because she didn't have a home. She looked in a mailbox. She said, "This is not a good home. It is too dark."

Then she looked at a nest in a tree. She said, "This nest is not a good home because it is too high." Then she saw a fish bowl. She said, "This fish bowl is not good because it is too wet."

A little girl came by. She said, "Hello, little kitten. Come home with me and I will fix a soft bed for you."

So the little kitten found a home.

Listening

L-19 Indicates, by gesture or verbal response, that a word in a familiar story, poem or song is inappropriate.

1. Old Mother Smith went to the cupboard to fetch her poor cat a bone.

2. Little Miss Muffet sat on a swing eating her bread and butter.

L-20 Takes part in choral speaking, blending in with group.

* I had a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

L-21 Provides appropriate rhyming word in a familiar couplet.

* 1. Jack Spratt could eat no fat.
2. Jack and Jill went up the hill.
3. Little Jack Horner sat in a corner.

L-22 Can select from a group of five words, the two that rhyme.

* boy paper book man look

L-23 Correctly answers verbally a minimum of five questions related to a short, simple story read by teacher.

* A bird had six brothers. His brothers said, "Come fly with us." But the little bird did not fly with his brothers. He was afraid. So his brothers flew south without him. Soon it became very cold. The little bird could not find food on the ground.

L-23 (continued)

He saw a little girl put some seeds on her window sill. He could not walk to them. He needed to fly but was afraid to try. He said, "I must fly or I will die." So he tried...and he flew up to the window. The little girl took care of him until spring.

In the fall, he flew with his brothers when they flew south.

1. How many brothers did the bird have?
2. Why didn't he go south?
3. What did the girl put on her window sill?
4. Why did the little bird finally fly?
5. Where did he go in the fall?

L-24 After thirty second pause, can repeat in exact sequence four digits that have been given at the rate of two per second.

* 9 6 3 1 .....

L-25 Continues telling familiar story when previous story teller stops.

* Tell Three Little Pigs up to the first pigs house of straw...

L-26 Performs a particular motor activity every time a particular word in a familiar story read by the teacher is heard.

* Read L-23. Every time the word fly is read, child is to flap arms like wings. Alternative fly and flew.

L-27 When given three step directions can repeat them.

* 1. Make a circle in the air.
2. Jump up and down three times.
3. Pick up a chair.

Listening

L-28 Continues verbally with the next number or letter in a series when presented with the two previous numbers or letters.

* e,f__ or 9,10__ or m,n__

L-29 Tells four directions for a previously learned game.

* Hot Potato
1. Make a circle.
2. Pass the ball to your right.
3. When the whistle blows, if you have the ball, hold it.
4. Person holding ball is out.

L-30 Tells whether the mood of the story is sad, happy, exciting or scary.

* A boy went up on a barn. He thought he could fly. He jumped. He fell and hit his nose on a rock. He went home crying.

L-31 When told a scrambled version of a familiar story, can retell the story in proper sequence.

* 1. The third pig built a house of bricks.
2. Mother Pig said, "Go out to make a life for yourself."
3. The first pig built a house of straw.
4. The wolf fell in the pot.
5. The second pig built a house of sticks.
6. The wolf said, "I'll huff and I'll puff and I'll blow your house down!"

L-32 After a thirty second pause, can repeat in exact sequence five digits that have been given at the rate of two per second.

* 7 4 2 1 8

L-33 Follows five step directions.

* 1. Go to the blackboard.
2. Write your name.
3. Write the date.
4. Sit down in a corner.
5. Stand up and clap three times.

L-34 When given five step directions, repeats them.

* Repeats directions for L-33

NAMING:

MATERIALS REQUIRED: Color chips or colored paper - red, green, blue, yellow, orange, purple, black, brown (Item #14). Color chips or colored paper - white, gray, pink, tan (Item #21). A soft object such as a rug swatch; a hard one such as a small wooden block; a rough one such as a sheet of sandpaper; a smooth object such as a sheet of plastic; light and dark blue construction paper or color chips, (Item #15).

N-1 When asked, student supplies own first name.

Please tell me your first name.

N-2 When asked, student supplies own full name.

What is your whole name?

N-3 When asked, student supplies his age and sex.

a. How old are you?
b. Are you a male or a female?

N-4 Student supplies his bus number, address and name of school.

a. What is the number of the bus on which you ride to school?
b. What is your address?
c. What is the name of your school?

N-5 When asked, student supplies names of all classroom personnel using correct Miss, Mrs. and/or Mr. titles.

a. What is your teacher's name?
b. (Where applicable) Do you have another teacher too? What is her name?

N-6 Student names, indicates body parts and tells how many he has of each of the following: (See example)

Point to each of the following body parts (your own or the child's) and ask - a. for the name of each part, b. how many he has of each:

Eyes	Head	Ankles
Nose	Neck	Back
Mouth	Arms	Stomach
Lips	Hands	Eyebrows

Naming

N-6 (continued)

Ears	Finger	Eyelashes
Teeth	Elbows	Wrist
Tongue	Legs	Chest
	Feet	

Point to fingers, ask child what they are. How many on one hand? How many on both hands?

Ask child to name toes; give number of toes on one foot; on two feet.

Ask child to name teeth, back, eyebrows, eyelashes.

N-7 When asked, student supplies full name of ten classmates.

Tell me the names of some people in your class. (Elicit whole names, encourage responses until 10 are given.)

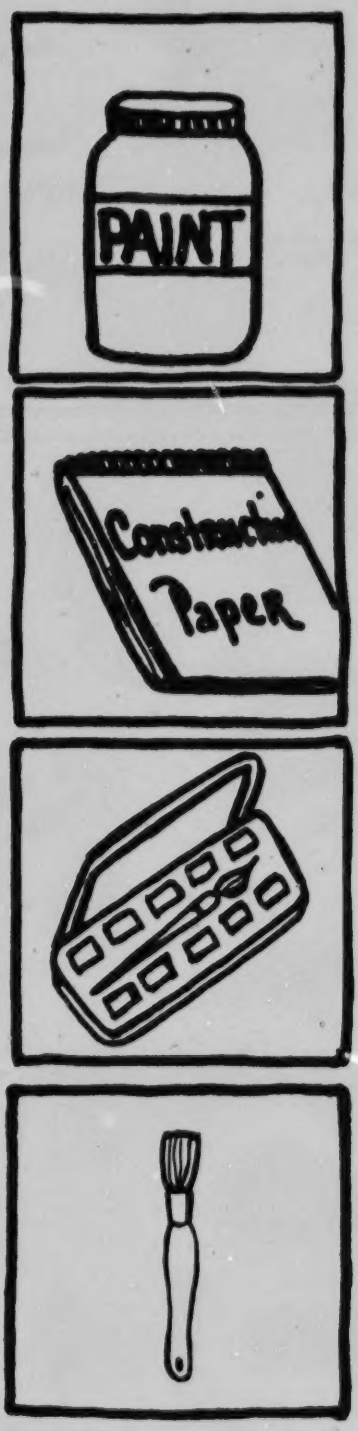
N-8 Supplies word for four concrete or pictured objects from each of the following categories:

a. Objects in room
b. Art materials
c. Furniture
d. Instruments
e. Physical education materials

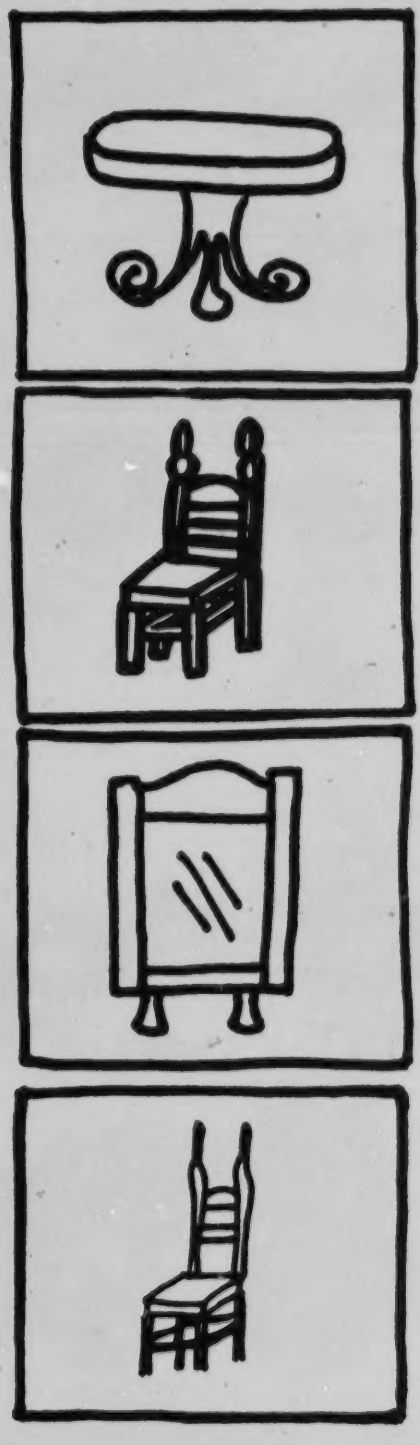
Ask for names of items pictured on the following two pages.

a. Objects in room

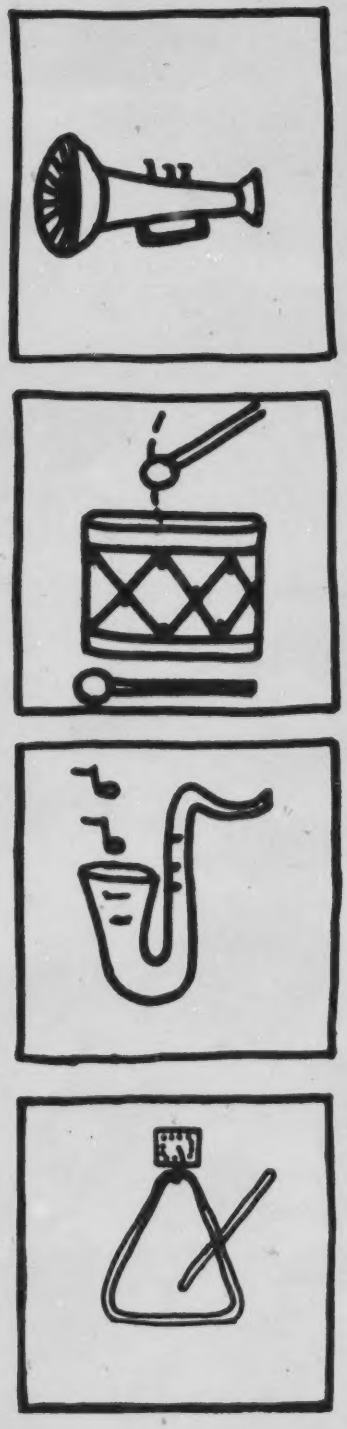
b. Art materials



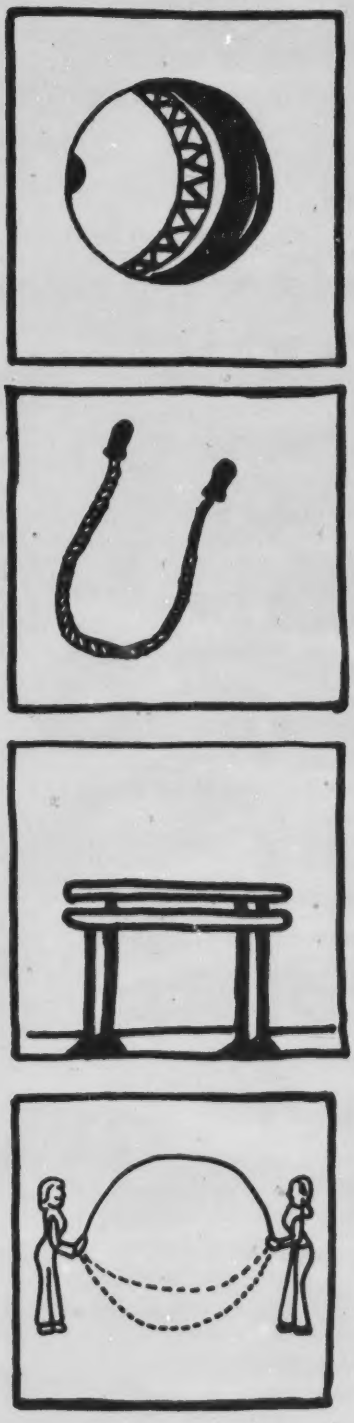
c. Furniture



d. Instruments



e. Physical education materials



Naming

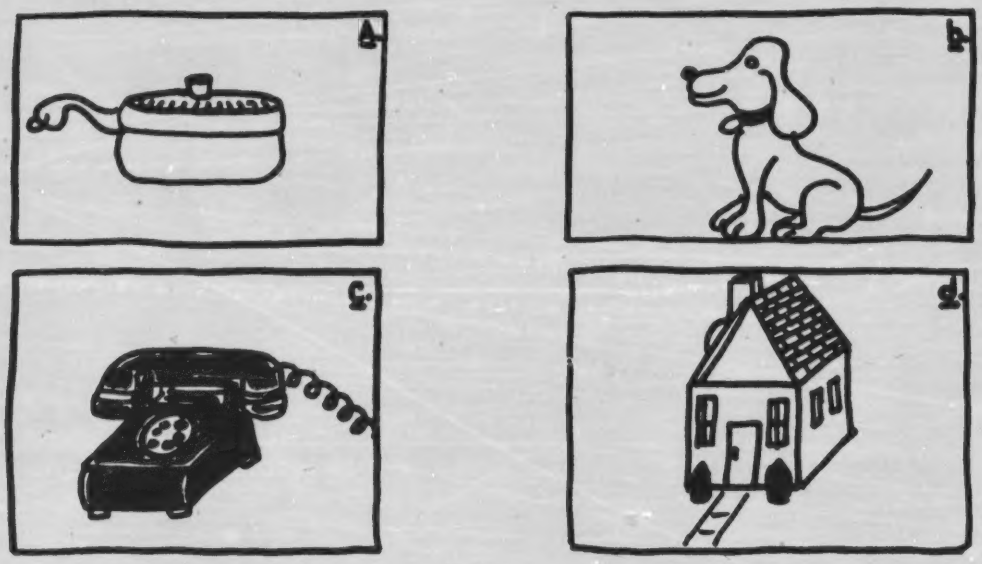
N-9 Names parts of four concrete objects.
Example: A chair has legs, a back, a seat.

a. Point to following parts of a chair and ask for name of each part: leg, seat, back.
b. Point to following parts of a pencil: eraser, point.
c. Point to following parts of a book: cover, pages, writing.
d. Point to following parts of a desk: top, drawers, sides.

N-10 Names the parts of four pictured items.

Ask child to name following parts of pictured items below:

a. Parts of pot: lid, handle
b. Parts of dog: ears, tail, fur
c. Parts of telephone: receiver, dial, wire
d. Parts of house: window, doorknob, roof



Naming

N-11 Explains use of three concrete, or pictured, objects.
Example: A broom is used for sweeping.

What is a broom used for?
What are crayons used for?
What is a gun used for?

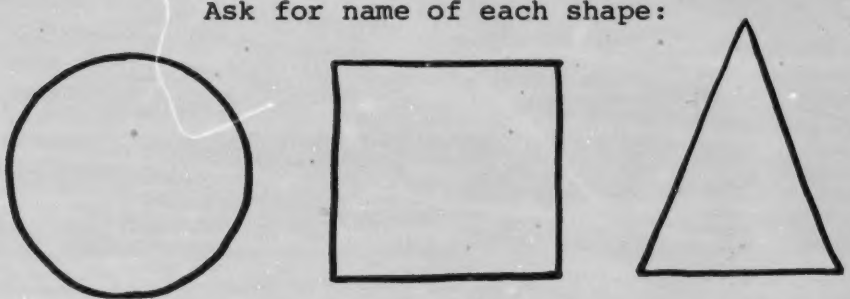
N-12 Names proper category of three related objects.
Example: A hammer, a saw and a screw driver are all tools.

Can you think of one name I can use for all of these things?

a. hammer, saw, screw driver
b. pants, dress, coat
c. red, brown, yellow

N-13 Names basic shapes. (Circle, square, triangle)

Ask for name of each shape:



N-14 Names, correctly, objects of the following colors:

(See example below.)

Present color chips or colored paper, one at a time, and ask for color.

Red	Orange
Green	Purple
Blue	Black
Yellow	Brown

N-15 Calls certain objects soft, hard, smooth, rough, dark, light, shiny, dull, flat, round.

a. (Show a soft and a hard object.) This thing is soft, but this one is _____.

Naming

N-15 (continued)

b. (Show a rough and a smooth object.) This thing is rough, but this one is _____.

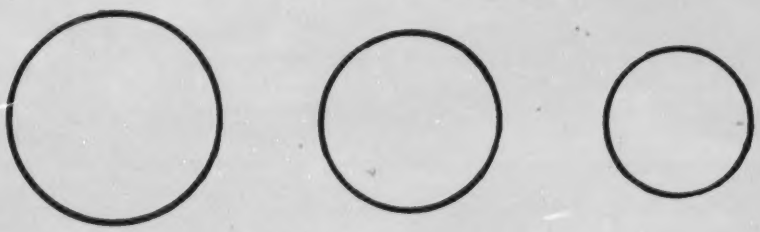
c. (Show dark and light objects.) This thing is dark, but this one is _____.

d. (Show shiny and dull objects.) This thing is dull, but this one is _____.

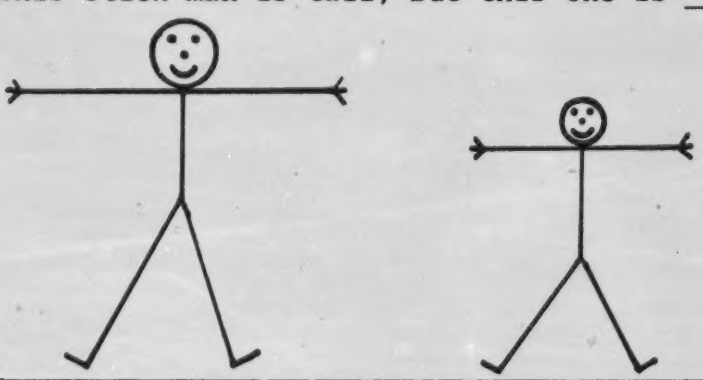
e. (Show flat and round objects.) This thing is flat, but this one is _____.

N-16 Selects proper terminology of size. (Big, little, middle-sized, tall, short, long, thin, fat, smallest, tallest, shortest)

16a (Pointing) This circle is big, but this one is _____, and this one is _____.



16b This stick man is tall, but this one is _____.

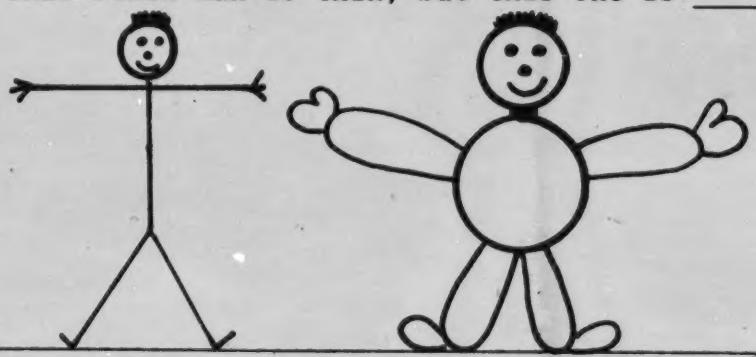


Naming

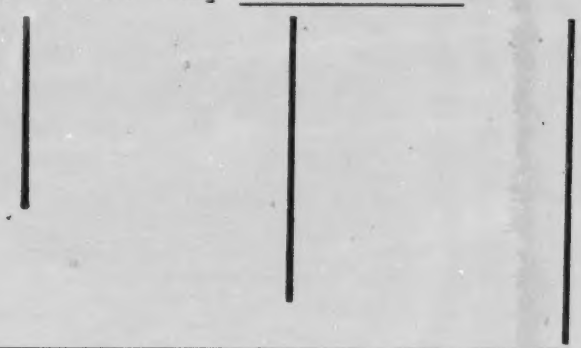
N-16 (continued)

16b This stick is short, but this one is _____.

16c This stick man is thin, but this one is _____.



16d This line is long, this one is longer, but this one is the very _____.



Naming

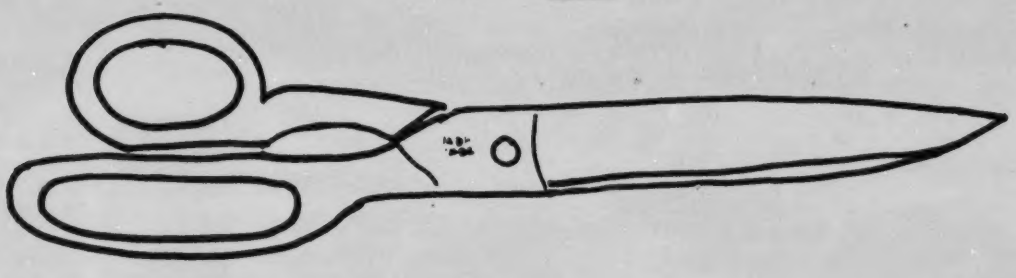
N-17 Supplies opposites for at least four concept pairs. (Big/little, up/down, long/short, widest/narrowest, fat/skinny, top/bottom, inside/outside, over/under, before/after, same/different, nearest/farthest, behind/in front of.)

What is the opposite of these words:

big	up	long	widest
fat	top	inside	over
before	same	nearest	behind

N-18 In reply to question, "What is this?", the student answers by indicating what the object IS and also what it IS NOT.

Example: This is a ball.
It is not a book.



Is this a toothbrush? (Elicit response, "This is not a toothbrush," rather than simply "No" by asking for a complete sentence. "Tell me the whole thing about what this isn't."

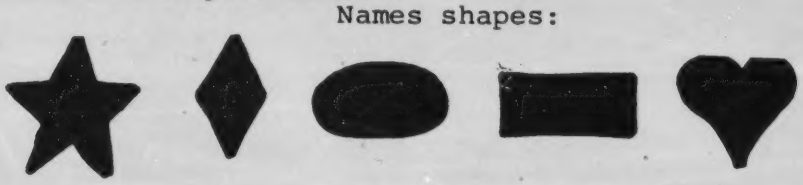
N-19 Supplies a second sentence to complete an analogy.

Example: I eat with a fork.
I cut with a knife.

Help me finish my sentence: I eat meat from a plate. I drink milk from a _____.

N-20 Names the following basic shapes: Star, Diamond, Oval, Rectangle, Heart.

Names shapes:



Naming

N-21 Names the following colors:
White, Pink, Gray, Tan.

Present color strips and ask color names for:

White	Pink
Gray	Tan

N-22 Supplies proper color, shape, texture and size adjectives to describe objects presented to him when asked: "Tell me all you can about this."

(Present a penny.) Tell me all you can about this. (Encourage additional responses by saying "What other kind of things can you tell me about it?") Discourage absurd answers. ("But tell me more about this.")

N-23 Student names and indicates body parts and tells how many he has of each of the following:

Elicit name of following body parts and the number of them he has:

Shoulder	Waist	Forehead
Nostrils	Knees	Chin
Cheeks	Hips	

Toes - on one foot
on both feet

N-24 Names days of the week.

Name the days of the week for me.

N-25 Names month of birthday.

What month were you born in?

N-26 Names birthdate. Example: March 25th.

When is your birthday? Tell me the month and the day.

N-27 Names the months of the year in order.

What are the months in the year, in order?

Naming

N-28 Names the seasons and describes a minimum of one weather condition that characterizes that season.

What are the names of the seasons? How can we tell by the weather that it is:

a. Winter
b. Spring
c. Summer
d. Autumn

N-29 Names ten animals.

(Encourage responses)

N-30 Names ten items of clothing.

(Encourage responses)

N-31 Names ten kinds of food.

(Encourage responses)

N-32 Names five kinds of transportation.

(Encourage responses)

N-33 Names five things that are weapons.

(Encourage responses until five are given.)

N-34 Names five things that are tools.

Tell me some things that are tools.

(Encourage responses until five are given.)

N-35 Names five occupations and indicates orally one fact about each occupation that is directly relevent to it.

(Encourage responses)

N-36 Names the four basic food groups:

1) meat, fish and poultry,
2) dairy products,
3) vegetables and fruits,
4) wheat products.

What are the four basic kinds of foods?

Naming

N-37 Names , ? . ! and " "

Tell me what these mean: , ? . ! " "

N-38 Names contractions for cannot, does not, is not.

Tell me the contraction for:

a. cannot
b. does not
c. is not

N-39 Names ten famous people and indicates orally why they are famous.

Name some famous people and tell me why they are famous.

(Encourage responses until 10 are given.)

N-40 Names five holidays and the months in which they occur.

Name some holidays, and tell me in what month each occurs.

(Encourage responses until five are given.)

N-41 Names sources of the following food: meat, vegetables, milk, eggs.

Tell me from where these foods come: meat, vegetables, milk, eggs.

N-42 Names sources of the following materials from which clothing is made: wool, cotton, silk, synthetics, i.e., nylon, etc.

Tell me from what these materials come: wool, cotton, silk, synthetics, i.e., nylon, etc.

OBSERVING:

MATERIALS: One 10-piece commercial puzzle.

One 5" x 8" card with the following sequence of shapes in a row: square, triangle, heart, circle, rectangle.

One 5" x 8" card with same shapes in a different sequence.

Five 3" x 5" cards, each having one of these shapes.

One ditto copy of crossword puzzle for each child: Sample puzzle shown in 0-15 or any similar crossword puzzle can be used.

0-1 Selects his own belongings from those of others.

Teacher observes as many children as possible each day as they gather their lunchboxes or their coats for dismissal.

0-2 Completes a simple puzzle of ten pieces.

Use commercial puzzle with picture appropriate to age of child being tested.

0-3 Observes partially completed drawing of an object, or an animal, and makes proper identification of whole.

Question: What is this a picture of?

Observing

O-4 Orally supplies correct word for all of the following actions demonstrated by other children or teacher.

a. running, skipping
b. hopping, dancing
c. Standing, sitting
d. throwing, pushing
e. touching, pouring
f. cutting, drawing, writing

O-5 Observes and reports two existing weather conditions.

"Tell me two things you know about the weather from this picture."

O-6 Designates orally (using all of the following prepositions) placement in space of concrete objects, self, or other children.

a. over/under
b. up/down/between
c. in front of/in back of/next to
d. before/after
e. away from/toward
f. around corner of/through

a. Teacher holds pencil over her head and asks, "Where is the pencil?" She then holds pencil under desk and asks, "Where is the pencil?"

Answer: <u>over</u> your head.
Answer: <u>under</u> the desk.

b. Teacher looks up at ceiling and asks child, "Where am I looking?"

Answer: up.

O-6 (continued)

Teacher looks down at floor and asks child, "Where am I looking?"

Answer: down.

Teacher puts pencil between two pieces of paper and asks, "Where is the pencil?"

Answer: between the sheets of paper or between them.

c. Teacher holds pencil in front of piece of paper and asks,"Where is the pencil?"

Answer: in front of the paper.

Teacher holds pencil in back of piece of paper and asks, "Where is the pencil?"

Answer: in back of the paper.

Teacher puts paper and pencil next to each other on the table and asks, "Where is the pencil?"

Answer: next to the paper.

d. Teacher asks, "Do you come to school before or after lunch?"

Answer: for A.M. children - before.
Answer: for P.M. children - after.
(for children who come for entire day - before)

Teacher demonstrates and says, "I clap my hands and put them on my lap. Did I put my hands on my lap before or after I clapped my hands?"

Answer: after.

e. Teacher pushes chair away from desk and asks, "Did I push my chair away from or toward my desk?"

O-6 e. (continued)

Answer: pushed away.

She then pulls chair toward desk and again asks, "Did I push my chair away from or toward my desk?"

Answer: pulled toward.

f. Teacher holds up frame for puzzle and asks pupil to put his hand through the frame and then to put his finger on a side of the frame and trace around the corner of the frame with his finger. Then teacher puts her hand through the frame and asks, "Where did I put my hand?"

Answer: through the frame.

Teacher then traces with her finger around the corner of the frame and asks, "Where did I make my finger go?"

Answer: around the corner of the puzzle frame.

O-7 Duplicates the order of a sequence of five pictures, geometrical designs, or beads presented by the teacher.

(Shapes can be geometrical forms such as a square, triangle, circle, star, heart, or they can be pictures of child, house, etc.)

Show five cards, each with a different shape. Put cards down in front of child. Ask child to arrange five identical cards in the same order. (Make sure cards are not in proper order when they are handed to child.)

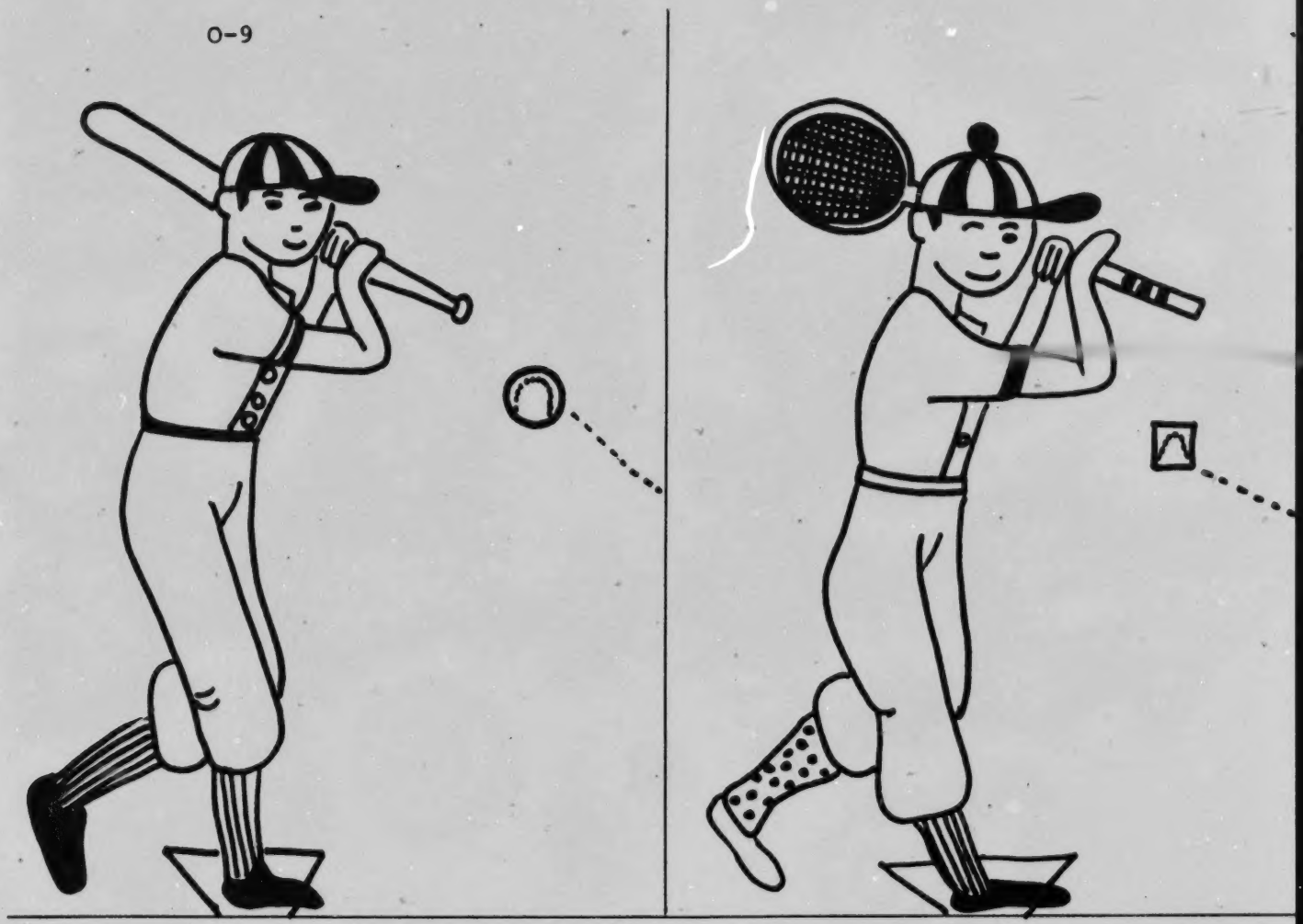
O-8 Remembers and can duplicate the order of a sequence of five pictures, geometrical designs or strung beads, when stimulus objects have been removed.

0-8 (continued)

Show five other cards, each with a different shape, for 30 seconds. Look at my cards and notice which shape comes first and which comes next. Take a good look so that you can place your cards the same way after I take away my cards.

0-9 Given two similar pictures depicting real situations with many elements in each, student can point to, or indicate changes in minute details.

0-9



Observing

O-10 Given a card with three identical red circles, can indicate sameness of shape and color.

Show card with three small red circles. Ask: "Are these the same? Why are they the same? What else is the same about them?"

O-11 Given two cards, one with identical red circles, and one with one large blue circle, indicates difference in color and size.

Show cards with large, blue circle and the three small red circles. Is this (pointing to blue circle) the same as these? (pointing to small red circles) Why are they different? What else is different? (Accept response of same only if reason cited is that they are all circles. Then ask if there is anything different about them.)

O-12 Completes a puzzle of twenty-five pieces, contained in a maximum form of 8½ x 11 inches.

Give pupils a twenty-five piece commercial or teacher-made puzzle.

O-13 Observes partially completed word and makes as many words a possible by substituting vowels.

Example: p_t becomes pat, pet, pit, pot and put.

Teacher says, "Look at this group of letters. What words could you make if you put in different letters in the blank?"

Make as many different words
as you can by putting different
letters in the blank spaces.

1.	2.
p_t	p_n
p_t	p_n
p_t	p_n
p_t	p_n
p_t	

O-14 Observes word with one missing letter in context of sentence and adds letter to make a whole word.

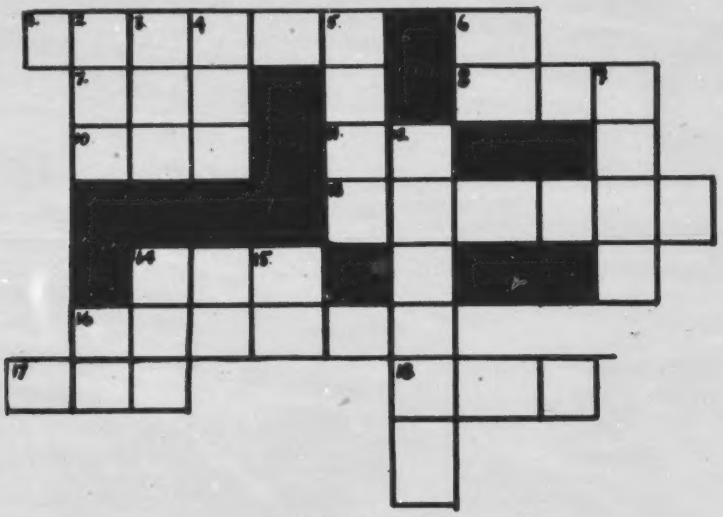
Example: The _un is shining.

O-14 (continued)

Teacher says, "Read these sentences and in the blank space fill in the letter that you think is needed.

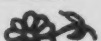
a. Nobody was _ome so I sat outside.
b. We're _o happy! Today we are having hotdogs for _unch.

O-15 Completes a simple crossword puzzle with a minimum of eighteen words.



DEFINITIONS

ACROSS

1. 
7. 2 - 1 =
8. A cat, dog or goldfish.
10. Rhymes with pet.
11. Sing a song __ six pence.
13. Don't remember.
14. ___ wife could eat no lean.
16. Lady who loves you the most.
17. A group of things.
18. Light brown.

DOWN

2. Opposite of high.
3. 1 + 0 =
4. Opposite of dry.
5. The top part of a house.
6. Opposite of down.
9. What you find at the end of your feet.
12. After third.
14. Peas porridge ___; peas porridge cold.
15. Quiet!

O-16 Proofreads a short familiar story indicating errors in spelling, punctuation, margin indentation & capitalization.

Cinderella worked and worked she couldnt go to the bal. then her Fairy Godmother sent hur to the ball. she met a prince hoo danct with hur? At twelve oclock she rushed home. And lost her slipper as she ran.

DALE AVENUE PERFORMANCE OBJECTIVE

SPEAKING TEST

SPEAKING:

S-1 Responds with a simple "Yes" or "No" when asked a question.

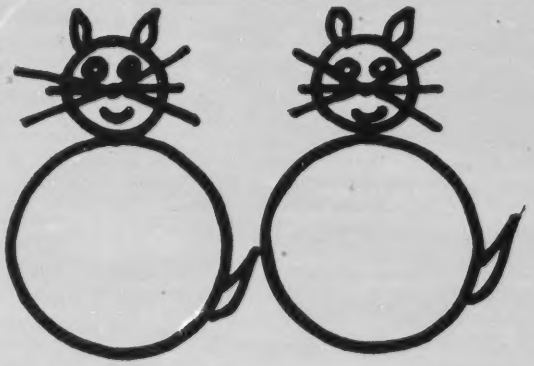
Is your name John?
Do you ride on the bus to get to school?
Do you come to school?

S-2 Responds in a complete sentence when asked a question.

What is your name?
Answer: My name is John Jones.

S-3 Uses singular and plural forms correctly.

1.

2. 

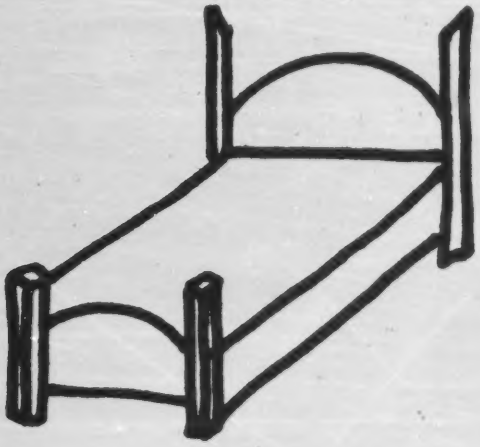
Teacher shows the child the above pictures and, pointing to the first picture, says, "Tell me what you see." Answer should be "One cat." Answer for the second picture is "Two cats."

S-4 Produces correct sound for each vowel.

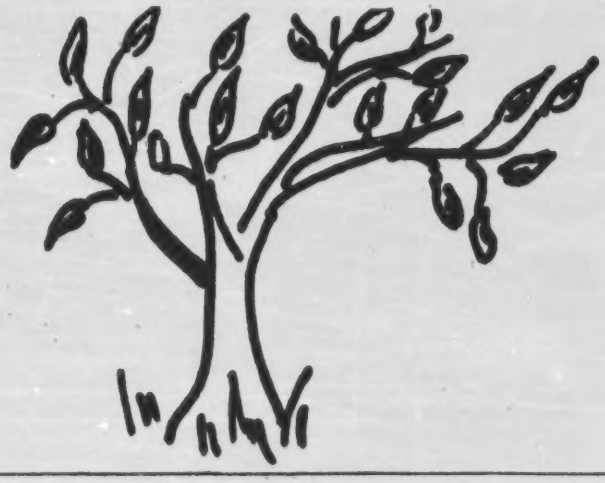
THIS IS A _____. (baby)

THIS IS AN _____. (apple)

THIS IS A ____. (bed)



THIS IS A _____. (tree)



THIS IS AN ___ _____ _____.
(ice cream cone)

THIS IS A ____. (pig)

S-4 (Cont'd)

THIS IS A _____. (goat)

THIS IS A ____. (log)

THIS IS A _____. (tube)

THIS IS AN _____. (umbrella)

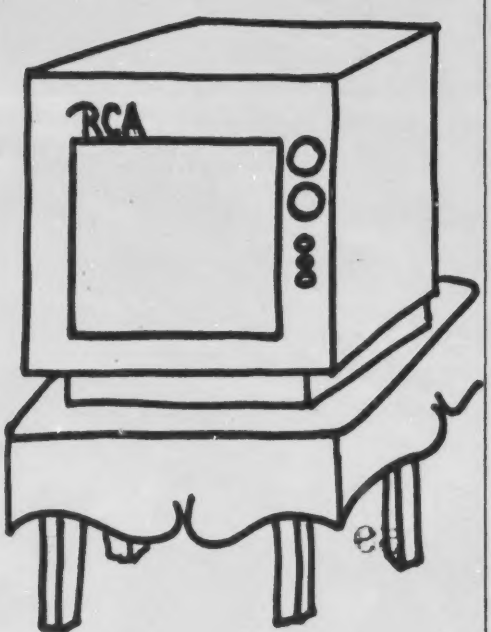
S-5 Produces the following consonant sounds in the initial position:

(p,b,t,d,k,g,h,f,v,s,z,m,l,r,th,sh,ch)

THIS IS A _____. (pony)

THIS IS A _____ _____. (school bus)

THIS IS A _____. (T.V.)



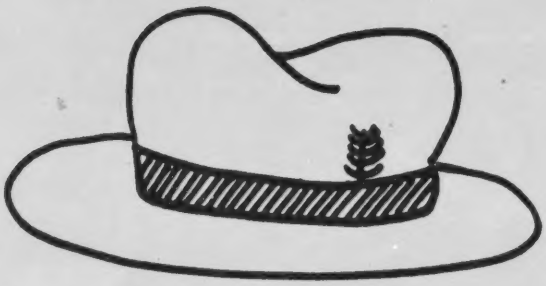
THIS IS A _____. (duck)

S-5 (Cont'd)

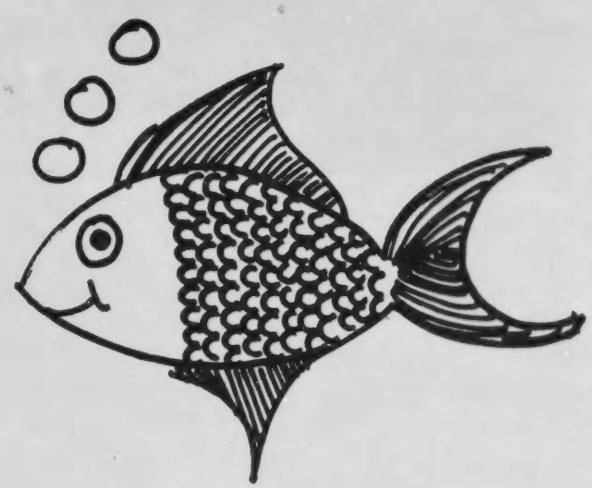
THIS IS A ____. (cow)

THIS IS A _____. (girl)

THIS IS A ____. (hat)



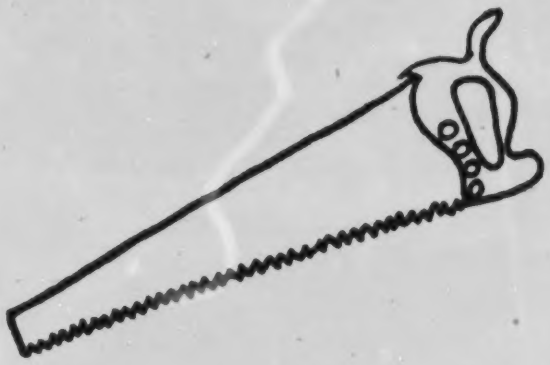
THIS IS A _____. (fish)



S-5 (Cont'd)

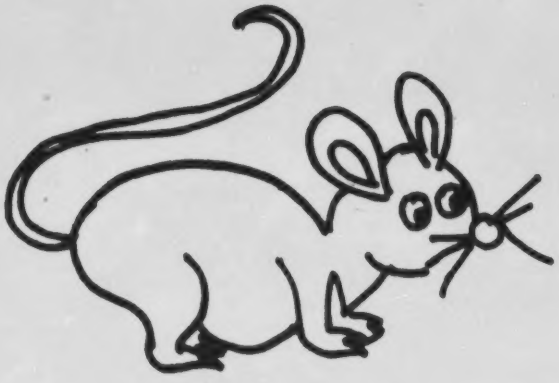
THIS IS A _____. (vest)

THIS IS A ____. (saw)



THIS IS A _____. (zebra)

THIS IS A _____. (mouse)



S-5 (Cont'd)

THIS IS A _____. (lamp)

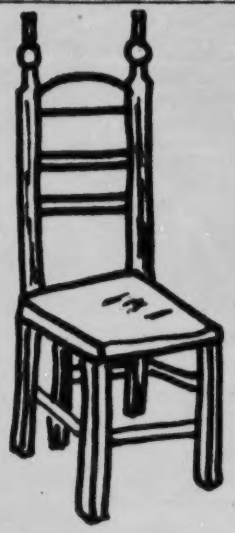
THIS IS A _____. (rose)

THIS IS A _____. (thumb)

THIS IS A _____. (shoe)

S-5 (Cont'd)

THIS IS A _____. (chair)

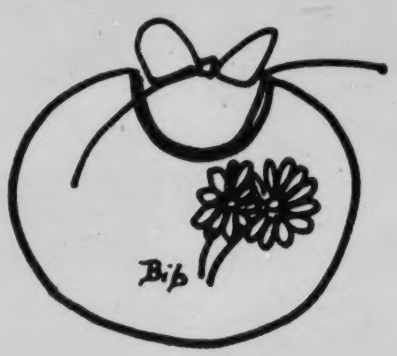


S-6 Produces the following consonant sounds in the final position:

(p,b,t,d,k,g,h,f,v,s,z,m,l,r,th,sh,ch)

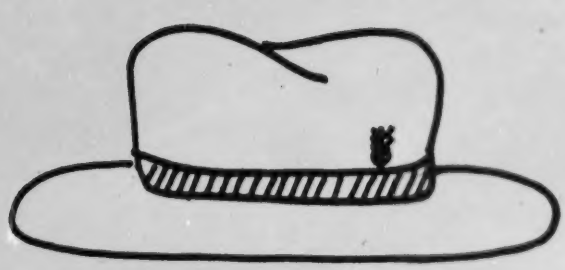
THIS IS A ____. (cup)

THIS IS A ____. (bib)



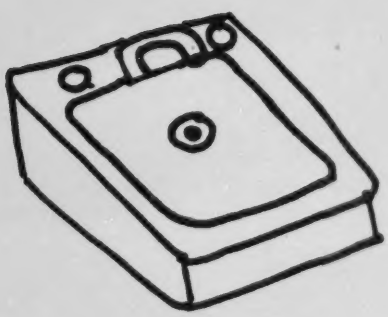
S-6 (Cont'd)

THIS IS A ____. (hat)



THIS IS A ____. (bed)

THIS IS A _____. (sink)

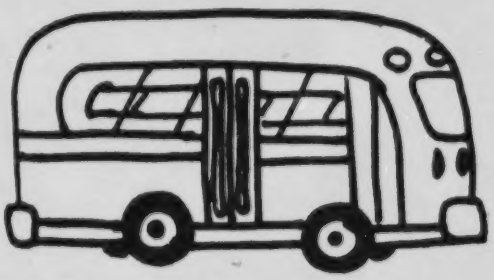


THIS IS A ____. (dog)

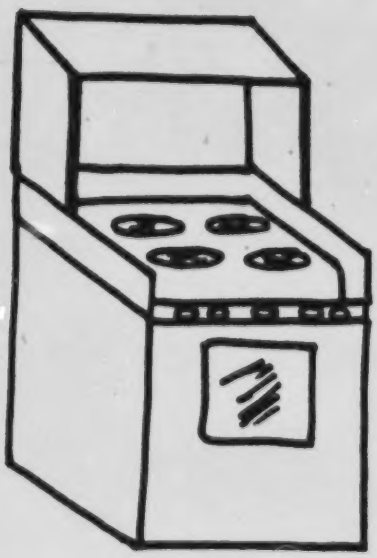
S-6 (Cont'd)

THIS IS A _____. (leaf)

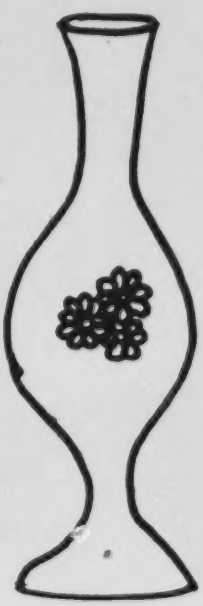
THIS IS A ____. (bus)



THIS IS A _____. (stove)

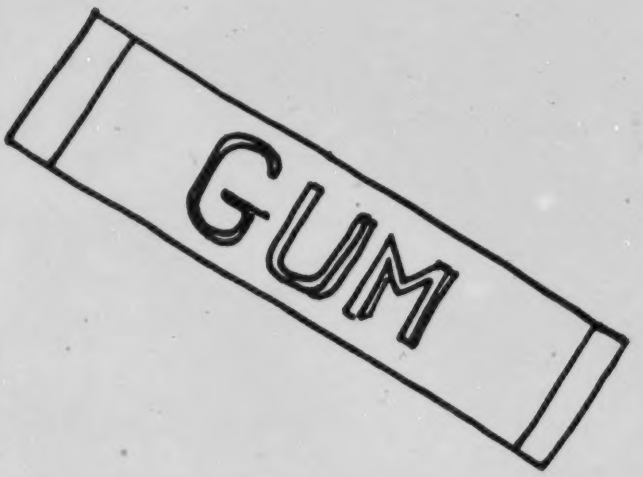


THIS IS A _____. (vase)



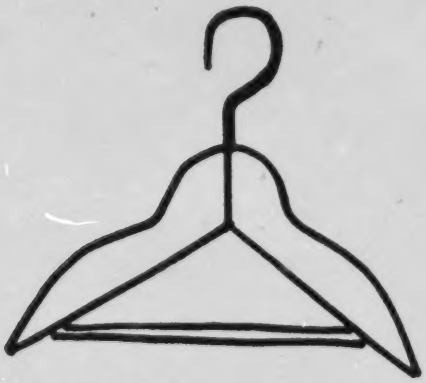
S-6 (Cont'd)

THIS IS ____. (gum)

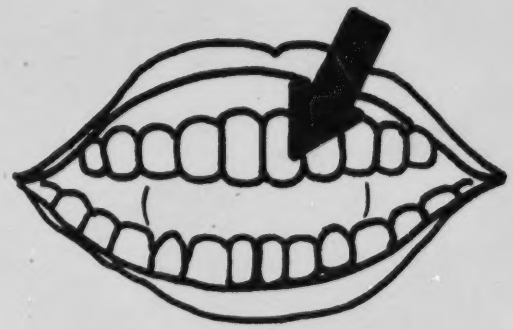


THIS IS A _____. (ball)

THIS IS A _____. (hanger)

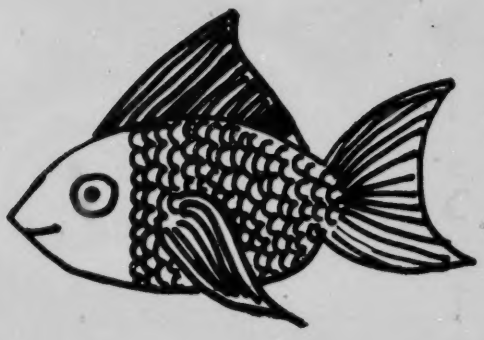


THIS IS A _____. (tooth)

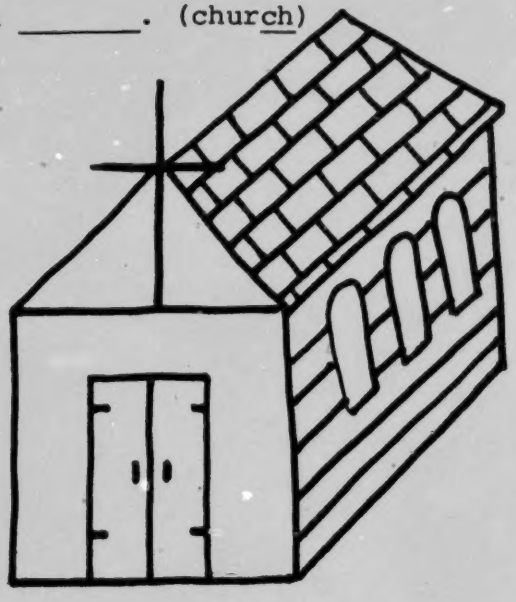


S-6 (Cont'd)

THIS IS A _____. (fish)



THIS IS A _____. (church)



S-7 Produces the following consonant blends in the initial position:

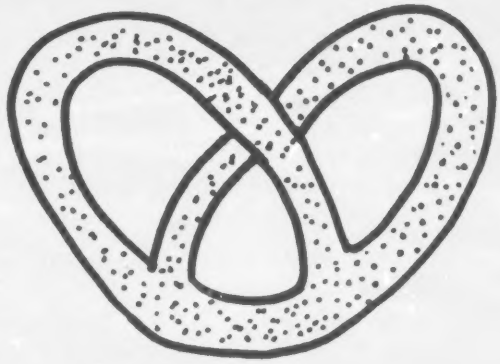
(bl,br,pl,pr,tr,dr,cr,cl,gr,gl,fl,fr,sl,sw, sk,st,sp,sm,sn)

THIS IS A _____. (blouse)

THIS IS A _____. (bride)

THIS IS A _____. (plant)

THIS IS A _____. (pretzel)



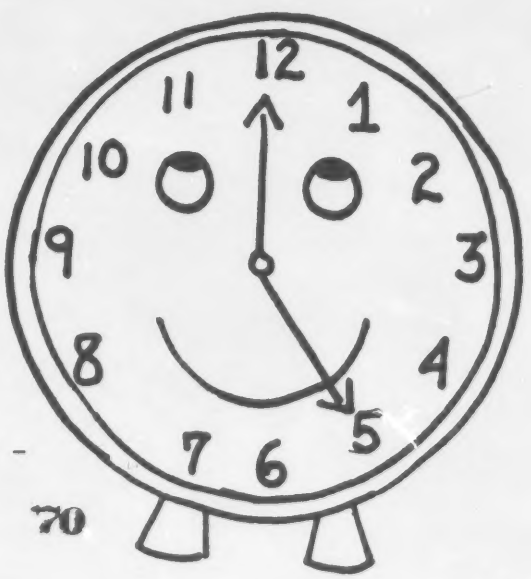
S-7 (Cont'd)

THIS IS A _____. (truck)

THIS IS A _____. (dress)

THIS IS A _____. (crayon)

THIS IS A _____. (clock)



S-7 (Cont'd)

THESE ARE _____. (grapes)

THIS IS A _____. (glass)

THIS IS A _____. (flower)

THIS IS A _____. (frog)

S-7 (Cont'd)

THIS IS A _____. (sled)

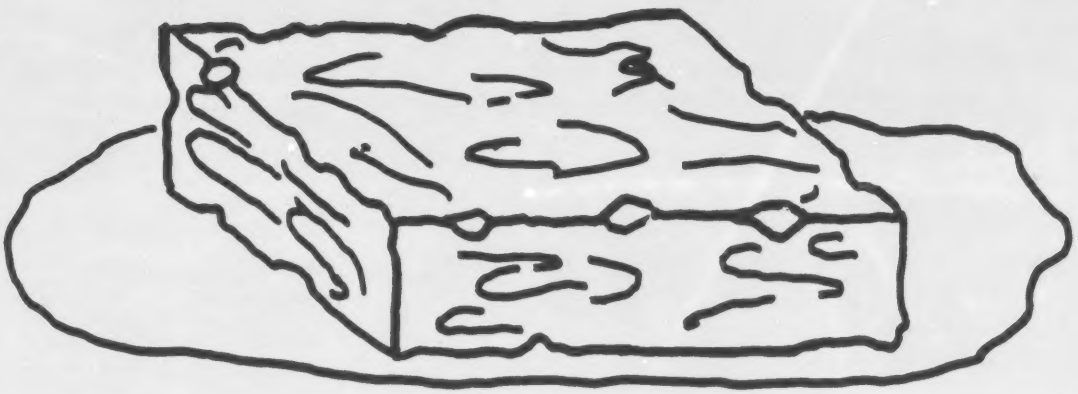
THIS IS A _____. (swing)

THIS IS A _____. (skunk)

THIS IS A _____. (star)

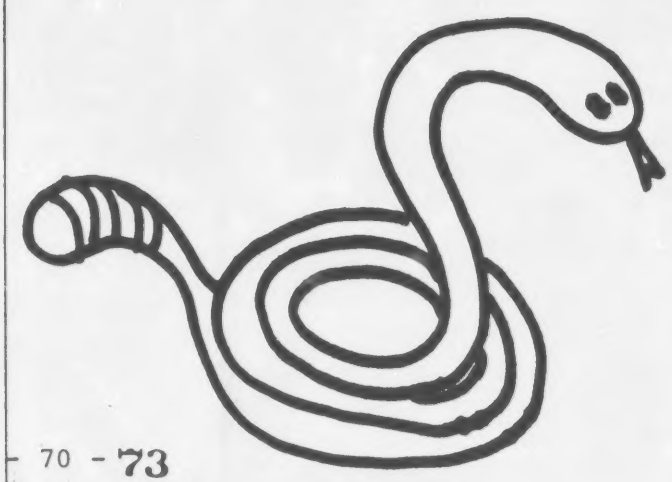
S-7 (Cont'd)

THIS IS A _____. (sponge)



THIS IS A _____. (smile)

THIS IS A _____. (snake)



S-8 Recognizes the following consonant sounds in the initial position:

(p,b,t,d,k,g,h,f,v,s,z,m,l,r,th,sh,ch)

Teacher says, "I'm going to say two words. You are going to listen for a sound in the beginning of each word and tell me in which word you hear the sound."

1. Do you hear the p sound in the beginning of sit or pot?
2. Do you hear the b sound in the beginning of boy or girl?
3. Do you hear the t sound in the beginning of toy or dog?
4. Do you hear the d sound in the beginning of hot or dog?
5. Do you hear the k sound in the beginning of king or green?
6. Do you hear the g sound in the beginning of girl or boy?
7. Do you hear the h sound in the beginning of unhappy or happy?
8. Do you hear the f sound in the beginning of funny or silly?
9. Do you hear the v sound in the beginning of vegetable or meat?
10. Do you hear the s sound in the beginning of day or say?
11. Do you hear the z sound in the beginning of park or zoo?
12. Do you hear the m sound in the beginning of morning or night?
13. Do you hear the l sound in the beginning of see or look?
14. Do you hear the r sound in the beginning of run or walk?
15. Do you hear the th sound in the beginning of finger or thumb?
16. Do you hear the sh sound in the beginning of ship or boat?
17. Do you hear the ch sound in the beginning of house or church?

S-9 Recognizes the following consonant sounds in the final position:

(p,b,t,d,k,g,f,v,s,z,m,l,r,th,sh,ch)

Teacher says, "I'm going to say two words. You are going to listen for a sound at the end of each word and tell me in which word you hear the sound."

1. Do you hear the p sound at the end of top or hat?
2. Do you hear the b sound at the end of bed or rob?
3. Do you hear the t sound at the end of hit or hug?
4. Do you hear the d sound at the end of table or bed?
5. Do you hear the k sound at the end of time or clock?
6. Do you hear the g sound at the end of big or soap?
7. Do you hear the f sound at the end of leaf or tree?
8. Do you hear the v sound at the end of zoo or love?
9. Do you hear the s sound at the end of lakes or river?
10. Do you hear the z sound at the end of prize or happy?
11. Do you hear the m sound at the end of toy or game?
12. Do you hear the l sound at the end of truck or ball?
13. Do you hear the r sound at the end of car or airplane?
14. Do you hear the th sound at the end of nose or mouth?
15. Do you hear the sh sound at the end of brush or comb?
16. Do you hear the ch sound at the end of eat or lunch?

S-10 Recognizes the following consonant blends in the initial position:

(bl,br,pl,pr,tr,dr,cr,cl,gr,gl,fl,fr,sl,sw,sk,st,sp)

Teacher says, "I'm going to say two words." You are going to listen for a sound in the beginning of each word and tell me in which word you hear the sound."

1. Do you hear the bl sound in the beginning of blue or green?
2. Do you hear the br sound in the beginning of pink or brown?
3. Do you hear the pl sound in the beginning of run or play?
4. Do you hear the tr sound in the beginning of truck or car?
5. Do you hear the sm sound in the beginning of store or smile?
6. Do you hear the sn sound in the beginning of sweep or snake?
7. Do you hear the dr sound in the beginning of dry or wet?
8. Do you hear the cr sound in the beginning of sit or cry?
9. Do you hear the cl sound in the beginning of clap or trip.
10. Do you hear the gl sound in the beginning of cup or glass?
11. Do you hear the fr sound in the beginning of top or free?
12. Do you hear the fl sound in the beginning of floor or wall?
13. Do you hear the sl sound in the beginning of sleep or love?
14. Do you hear the sw sound in the beginning of swim or stop?
15. Do you hear the sk sound in the beginning of store or ski?
16. Do you hear the st sound in the beginning of stamp or slow?
17. Do you hear the sp sound in the beginning of sky or spot?

S-11 Responds in a complete sentence when asked a question.

Teacher says, "Tell me in a complete sentence the first thing you did when you got up this morning.

S-12 Selects the grammatically correct word when sentences are presented which require a choice of one of the following paired words:

a. came, come
b. did, done
c. is, are
d. isn't aren't
e. ran, run
f. saw, seen
g. was, were
h. wasn't, weren't

1. Teacher says, "Which of two words would you use in the sentence?" Yesterday I _____ to school. (come or came)
2. I _____ all my homework. (did or done)
3. The boys _____ late. (is or are)
4. They _____ coming to the party. (isn't or aren't)
5. He _____ all the way home. (ran or run)
6. I _____ my friend. (saw or seen)
7. _____ you there? (was or were)
8. I _____ in school yesterday. (weren't or wasn't)

S-13 Indicates which of three words given has each of the following consonant sounds in the middle position.

(p,b,t,d,k,g,h,f,v,s,z,m,l,r,th,sh,ch)

Teacher says, "I'm going to say three words. You are going to listen for a sound in the middle of each word and tell me in which word you hear the sound.

S-13 (continued)

1. Do you hear the p sound in the middle of funny, supper or sadly?
2. Do you hear the b sound in the middle of dinner, hobby or city?
3. Do you hear the t sound in the middle of city, winner or clapped?
4. Do you hear the d sound in the middle of dolls, country or lady?
5. Do you hear the k sound in the middle of walking, carried or happy?
6. Do you hear the g sound in the middle of morning, Daddy or began?
7. Do you hear the h sound in the middle of behave, golden or quickly?
8. Do you hear the f sound in the middle of tiny, laughing or pretty?
9. Do you hear the v sound in the middle of staying, Mother or leaving?
10. Do you hear the s sound in the middle of glasses, bigger or until?
11. Do you hear the z sound in the middle of grandmother, fuzzy or golden?
12. Do you hear the m sound in the middle of hammer, words or seven?
13. Do you hear the l sound in the middle of busy, yellow or tugboat?
14. Do you hear the r sound in the middle of sorry, kitten or happy?
15. Do you hear the th sound in the middle of paper, socks or Father?
16. Do you hear the sh sound in the middle of splashing, wooden or mother?
17. Do you hear the ch sound in the middle of children, branches or sailboat?

S-14 From a list of five compound words, names the two words that can be found in each of the compound words.

Teacher asks, "Do you hear two known words in the following words? What are they?"

1. fireman
2. schoolroom
3. sunlight
4. goldfish
5. Englishman
6. raincoat
7. bedroom
8. toothbrush
9. countdown
10. storekeeper

S-15 Indicates whether or not the following consonant blend sounds appear in the middle of a word when presented with three words for each sound:

(bl,br,pl,pr,tr,dr,cr,cl,gr,fl,fr,sl,sw,sk,st,sp)

Teachers says, "I'm going to say three words. You are going to listen for a sound in the middle of each word and tell me in which word you hear the sound."

1. Do you hear the bl sound in the middle of tablet, notebook or barber?
2. Do you hear the br sound in the middle of Abraham, Martin or Jonas?
3. Do you hear the pl sound in the middle of simply, cousin or happy?
4. Do you hear the pr sound in the middle of meeting, surprise or wishing?
5. Do you hear the tr sound in the middle of dessert, breakfast or entrance?
6. Do you hear the dr sound in the middle of Mary, Andrew or Jonas?
7. Do you hear the cr sound in the middle of beauty, baseball or secret?
8. Do you hear the cl sound in the middle of include, bookbag or sample?
9. Do you hear the gr sound in the middle of season, printed or regret?
10. Do you hear the gl sound in the middle of Spanish, unglued or German?
11. Do you hear the fl sound in the middle of roses, daisy or sunflower?
12. Do you hear the fr sound in the middle of frenchfries, hamburger or cookies?
13. Do you hear the sl sound in the middle of awake, asleep or again?
14. Do you hear the sw sound in the middle of Allan, Arthur or unsweeten?
15. Do you hear the sk sound in the middle of kitten, frisky or puppy?
16. Do you hear the st sound in the middle of inside, outdoors or instead?
17. Do you hear the sp sound in the middle of crispy, sleepy or snowy?

S-16 Clearly pronounces ing, ft, est, er and ly, when words with these endings are presented in a sentence completion task.

1. Show action picture and ask what the child is doing. (Listen for ing sound.)

2. (sentence completion) Teacher holds up left hand and says, "This is not my right hand, this is my _____ hand.

3. (sentence completion) Teacher says, "Finish this phrase: north, south, east and _____.

4. Ask, "Who is in your family?" (Listen for er sound in mother, father, brother, or sister.)

5. This boy looks very _____. (Listen for ly sound in silly or ugly.)

S-17 When told three words, supplies an antonym (opposite) for each one.

Teacher says, "Tell me another word that is the opposite of:

1. big - answer: little, small, tiny
2. fat - answer: thin, skinny
3. dark - answer: light

S-17 (continued)

Other possible choices:

4. top (bottom)
5. forgot (remembered)
6. old (young)
7. high (low)
8. stop (go)
9. near (far)
10. many (few)

S-18 When told three words, supplies a synomyn (words that mean the same or almost the same) for each one.

Teacher says, "Tell me a word that means almost the same as:

1. small - answer: little, tiny
2. smack - answer: hit, strike
3. not alive - answer: dead

Other possible choices:

4. female (girl)
5. male (boy)
6. woman (lady)
7. worried (upset)
8. couch (sofa)
9. carpet (rug)
10. seat (chair)

S-19 Uses plural form correctly for the following nouns ending in f: loaf, life, leaf, and scarf.

Teacher reads the following sentences and asks pupils to tell her the plural that will fill in the blank.

1. Here is one loaf of bread.
   Here are two _____ of bread.

S-19 (continued)

2. Human beings have only one life.
   Cats are said to have nine _____.

3. One leaf fell from the tree.
   Many _____ fell from the trees.

4. I bought Mother a scarf.
   Now she has three _____.

S-20 Defines homonyms, synonyms and antonyms.

Answers:

1. Homonyms are words that sound alike but differ in meaning.

   Example: wood, would
   write, right
   son, sun
   read, red
   to, two

2. Synonyms are words that mean the same or almost the same.

   Example: small, little

3. Antonyms are words that are opposites.

   Example: high, low
   many, few

S-21 When presented with a list of five words containing prefixes and suffixes, designates the root words.

1. unhappy
2. working
3. displease
4. coldest
5. nearer

S-22 When presented with three one syllable words, selects the one word that contains the following short or long vowel sounds for which he has been asked to listen: Long a,e,i,o and u, and short a,ĕ,i,o and u.

Teacher says, "I am going to say three words." You are going to listen for a sound in the middle of each word and tell me in which word you hear the sound."

1. Teacher asks, "Do you hear the ā sound (say sound as in hat) in the middle of wet, hat, or hate?

2. Do you hear the ē sound (say sound as in bed) in the middle of wet, heat, or bit?

3. Do you hear the ē sound (say sound as in heat) in the middle of sit, bead or fat?

4. Do you hear the ā sound (say sound as in cape) in the middle of bake, hot, or bat?

5. Do you hear the ĭ sound (say sound as in it, hit) in the middle of week, big, or bet?

6. Do you hear the ī sound (say sound as in ice) in the middle of kite, race or rose?

7. Do you hear the ō sound (say sound as in rose) in the middle of hat, hole or hate?

8. Do you hear the ŭ sound (say sound as in nut) in the middle of bug, bat or bet?

9. Do you hear the o-(ah) sound (say sound as in hot) in the middle of pit, pet or box?

10. Do you hear the ū sound (say sound as in cube) in the middle of cut, cute or cat?

DALE AVENUE PERFORMANCE OBJECTIVES

MATH TEST

BY

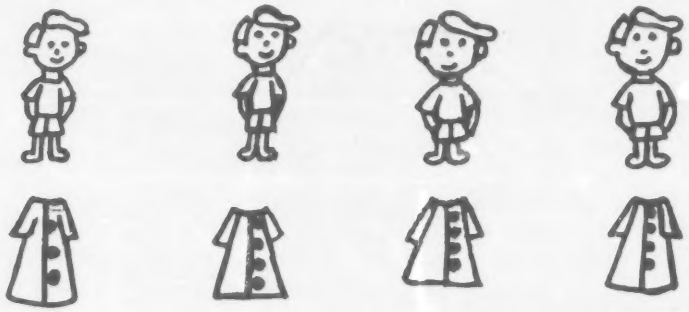
TITLE III STAFF & JOHN B. TOMASI

NOTE: * Items with asterisk must be administered to individual children. Where appropriate to the ability of each group, remaining items may be reproduced on worksheets and given as pencil and paper tests.

*M-1 a. Recognizes that a group of objects may be called a set.

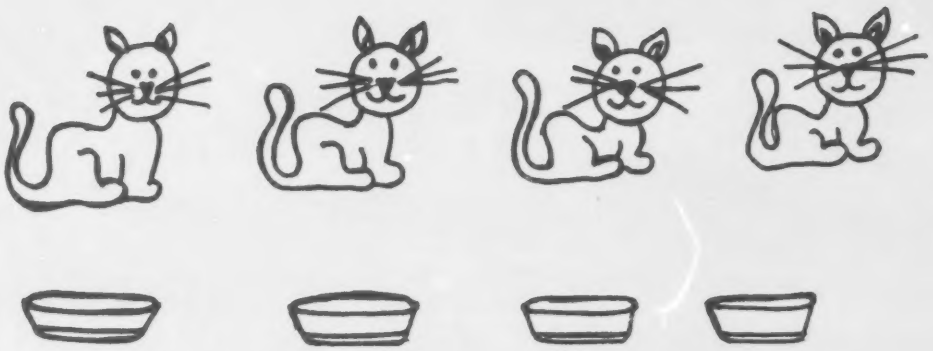
"Here are crayons and paper. Draw a set." (after drawing) "What did you draw?" (Response must indicate set.)

b. Recognizes one-to-one correspondence when matching equivalent sets.



Look at the children and the coats. Is the number of coats right so that each child has one?

Draw a line from each child to a coat.



Is the number of saucers of milk right so that each cat has one?

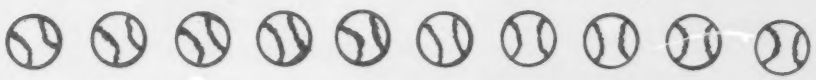
Draw a line from each cat to a saucer of milk.

*M-2 Counts by rote from one to ten.

*M-3 Counts by rote from one to twenty.

*M-4 When presented with a group of ten objects, counts, points and assigns a number to each object.

How many baseballs do you see?



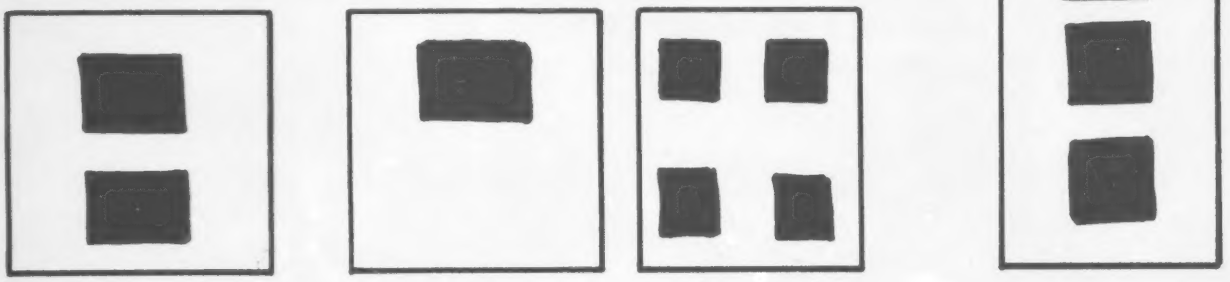
*M-5 a. Recognizes that a number assigned to a set is retained regardless of the set's arrangement in space. (Conservation of number)

b. When presented with groups of 1,2,3 and 4 objects, visually grasps the number of the group without counting and pointing and verbally assigns a number to each set.

a. Do these sets have the same number of men?

*M-5 (continued)

b. Tell how many are in each set.



*M-6 Recognizes numerals one to ten when presented in random order.

4	7	2
8	1	5	10
3	6	9

*M-7 Recognizes which number is missing in a series of three numbers from one to ten.

a. 1 — 3

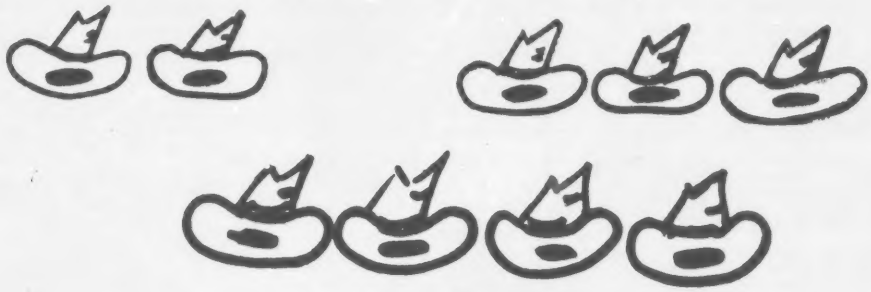
b. 4 — 6

c. 8 — 10

d. 5 — 7

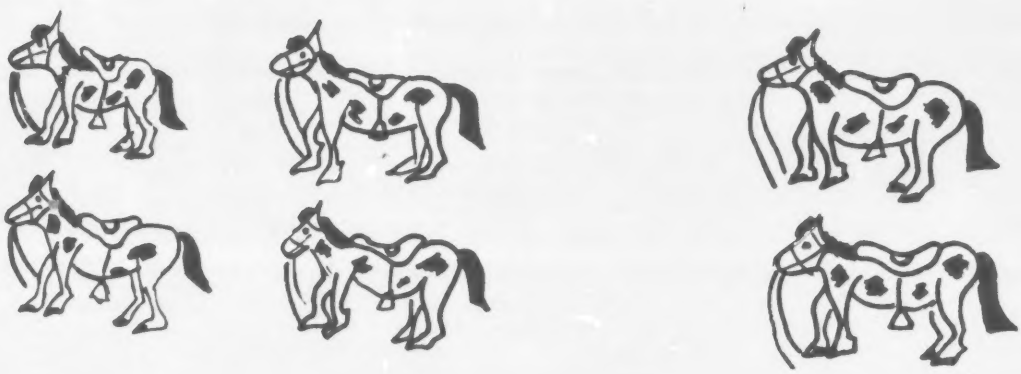
M-8 Compares sets according to value: a. most/least or fewest; b. more/fewer; c. more than/less than.

a. Put a ring around the set with the least hats.
Put an X on the set with the most hats.



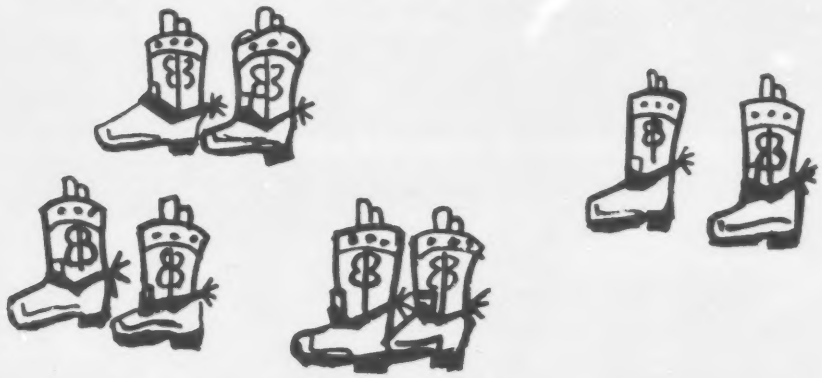
Put a ring around the set with the most holsters.
Put an X on the set with the fewest holsters.

b. Put a ring around the set that has more horses.
(point to set)
Does this set have more horses or fewer horses?



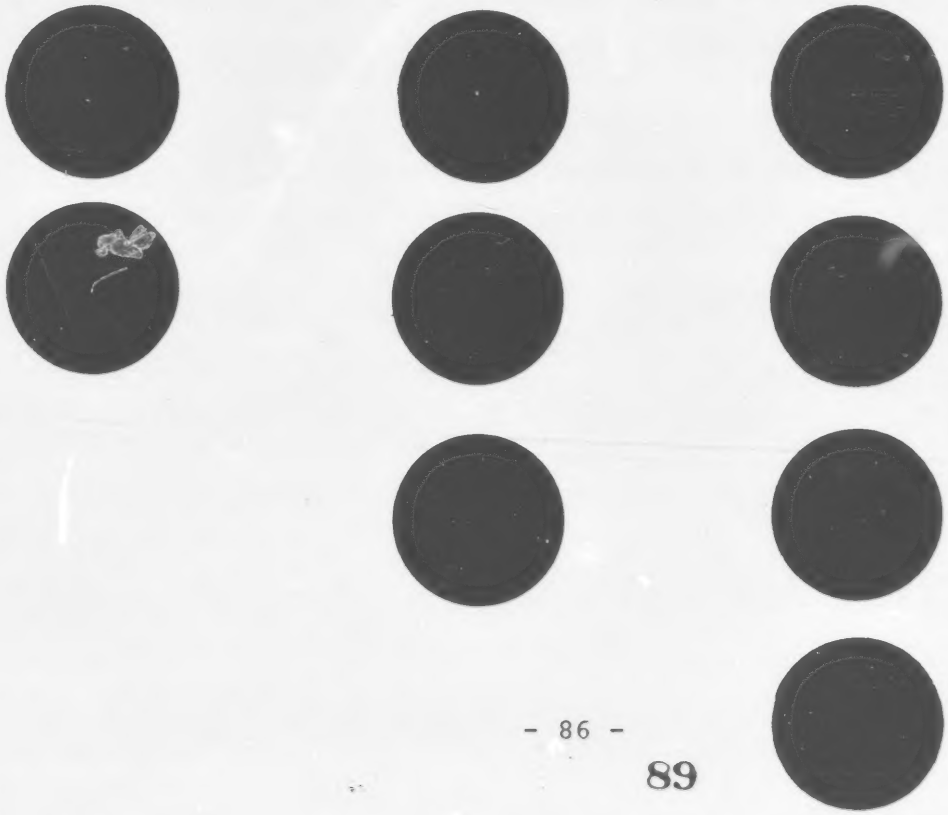
M-8 (continued)

c. Put a ring around the set that has more than the other set. (Point to one set.) Does this have more or less than the other set?



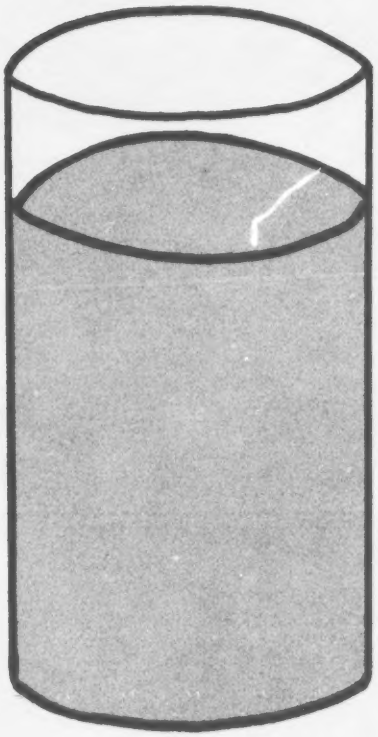
M-9 Out of three sets, can choose the set for the size of the group called for. (No more than five in a set.)

Put a ring around the set of three circles.

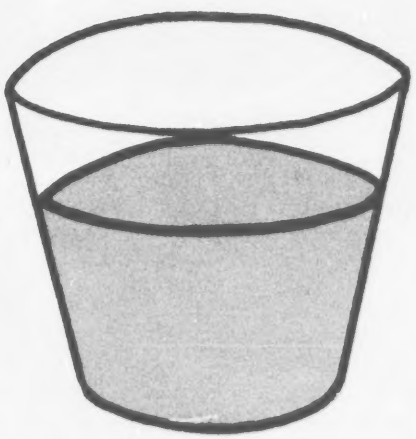


*M-10 States whether a container is empty or full.

(Point to container that is full.)



(Point to each container.) Is this full or empty?



M-11 Identifies empty set by the word "zero."

Tell me the number of triangles in each set.

(1) (2)

M-12 When presented with pictures of fractional parts, identifies whole and half.

Put an X on the whole apple. Put a ring around half an apple.

*M-13 Recognizes penny, nickle and dime.

Present actual coins for identification.

M-14 Recognizes the number that comes just before and just after a given number, up to ten.

a. What is the number that comes after 9?
b. What is the number that comes before 7?

M-15 Identifies correct ordinal to match pictured objects, first through fifth.

These children are waiting on line for a drink of water.

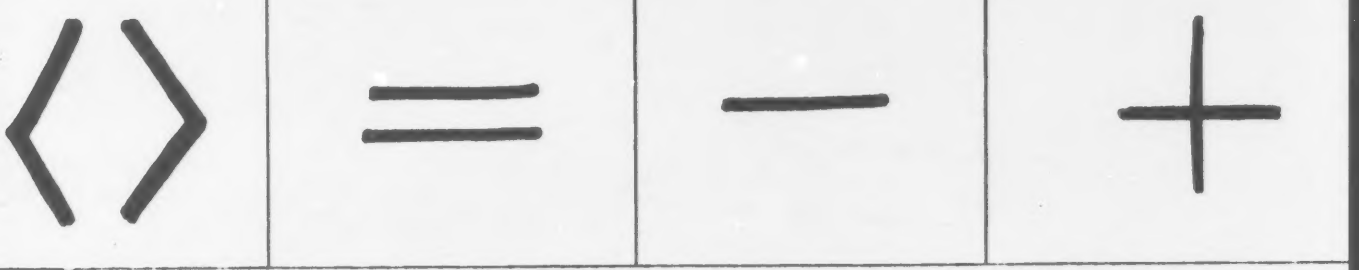
a. Make a circle around the child who is third on line.
b. Put an X on the child who is fifth on line.
c. Color in the child who is second on line.
d. Put two X's on the child who is first on line.
e. Put a line through the child who is fourth on line.

M-16 Identifies symbols: < > + - =

1. Put a circle around the minus sign.

2. Trace over the sign that says, "is less than."

3. Make a square around the plus sign.



M-17 Orally performs operation when shown symbol + (to sum of 5).

Look at this number sentence, and finish it.

a.

b. 3 + 1 =

M-18 Rocognizes that +1 means counting by one.

How much is 19 + 1?

*M-19 Counts backward from 10 to 0.

Count backward for me.
Ready, 10.....

M-20 Orally performs operation when shown symbol -1 (from sets as high as five).

Finish this number sentence:

4 - 1 =

M-21 Recognizes that -1 means counting backward by one.

How much is 10 minus one?

*M-22 Adds to sum of 10 without manipulation.

(The following examples should be presented orally. Responses are considered acceptable if within 5 seconds.)

2 + 2	4 + 2	6 + 1
4 + 3	6 + 3	8 + 2

M-23 Can solve simple oral problems involving sums to 10.

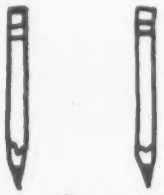
a. Last year there were six candles on my birthday cake. This year there will be one more candle. How many candles will be on my cake?

b. This morning, my mother gave me three cents. Later on, my grandmother gave me five cents. How much money did I get today?

*M-24 States that two objects known to be of equal length are the same length regardless of changes in their relative positions in space.

*M-24 (continued)

Present two new pencils, or other objects that are clearly the same length. Present them side by side, in the same place.



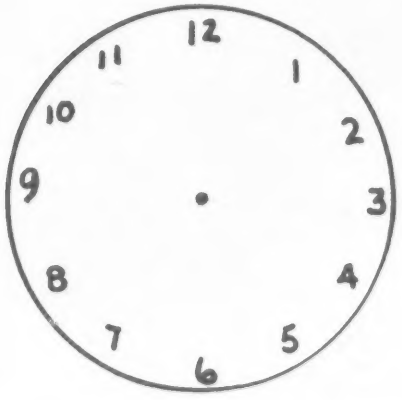
Are these the same length?

Present the same objects, but one held lower.

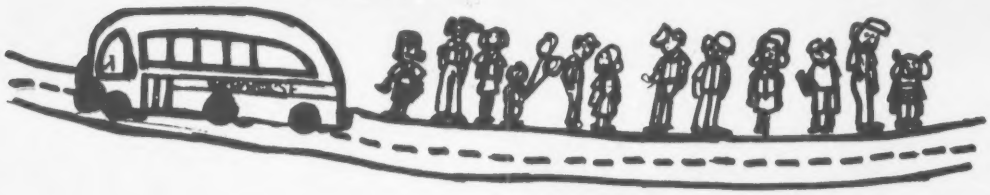
Are these the same length?

*M-25 Reads numerals one through twelve on clock face.

Teacher asks child to point to numerals given in random order.



M-26 When given a group of twelve ordered objects or pictures of twelve objects can identify ordinals 6th through 12th.



These people are waiting on line to get on the bus.

a. Make a circle around the person who is 10th in line.

b. Put an X on the person who is 7th on line.

c. Trace around the person who is 11th on line.

M-27 States that twelve objects can be called a dozen.

Tommy's mother sent him to the store to buy a dozen rolls. How many did he have to buy, 6, 10, 12, or 15?

M-28 Recognizes odd and even numbers.

Circle odd numbers.

1	22	15
12	27	4
5	9	16
37	18	43
10	35	60

M-29 a. Identifies ones and tens places when presented with a two digit number.

74

Look at the number in the box.
How many ones are in this number?
How many tens are in the number?

M-29 (continued)

*b. Counts and writes numerals to 100 in order.

1) I'll start counting; - then you take over: 29, 30, 31 - go.

2) Write all the numbers to 100. (Provide blank paper. Instruct child to write numbers in column.)

*M-30 Subtracts from sets as high as ten without manipulation.

(Responses must be within five seconds.) Present problems orally:

6 - 2 = 3 - 1 = 8 - 4 = 5 - 4 =

10 - 5 =

M-31 Can solve simple oral problems involving subtraction from sets as high as ten.

a. I had five cents, but I lost a penny. How much did I have left?

b. Wanda is seven years old and her little brother is five. What is the difference in their ages?

c. Gregory wanted to buy a bag of jelly beans. They cost ten cents. Gregory counted his money and found that he only had six cents. How much more money did he need?

M-32 Adds sums to nineteen without transferring.

(Pencil and paper)

Add these sums:

6	14	10	8	13
+ 6	+ 3	+ 7	+ 3	+ 6

M-33 Reads and writes numeral words through one hundred.

Read the numeral words and supply the numeral that goes with each:

fifty-eight =

twenty-three =

one hundred =

eighteen =

six =

ninety-seven =

forty-five =

sixty-six =

eighty-four =

seventy-one =

thirty-two =

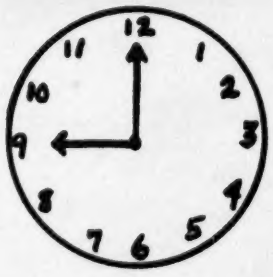
nineteen =

*M-34 Tells time to the hour.

What time is it?

_____o'clock

_____o'clock



_____o'clock

M-35 Counts by fives to one hundred.

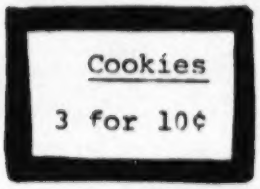
Write the numbers, skip counting by fives to one hundred.

M-36 Counts by tens to one hundred.

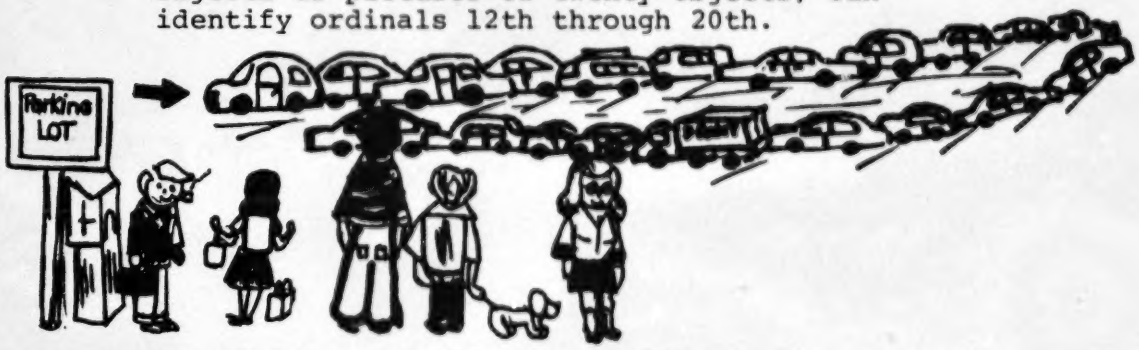
Write the numbers, skip counting by tens to one hundred.

*M-37 Identifies symbol ¢.

Read this sign.



M-38 When randomly presented with a group of twenty objects or pictures of twenty objects, can identify ordinals 12th through 20th.



The first man on line says, "Please get my car. It is the 16th in the lot. Draw a line between the first man and the 16th car.

The woman next to him said, "My car is the 20th." Draw a line between the woman and the 20th car.

Third on line is a tall man who said, "My car is the 17th." Draw a line between the tall man and the 17th car.

The short man with the dog said, "My car is the 12th." Draw a line between the short man with the dog and the 12th car.

The lady with the glasses said, "My car is the 14th." Draw a line between the lady with the glasses and the 14th car.

M-39 Skips counts by twenty to one hundred.

Write the numbers, skip counting by twenty's to one hundred.

M-40 Adds and subtracts through 99 without transferring, and can solve simple, written word problems.

a. Add these numbers:

46	83	3	19	12
+51	+17	+16	-0	-3

b. 1) Mother sent me to the store to buy a loaf of white bread and a box of rice. The bread cost 43¢ and the rice cost 55¢. How much money did I need?

2) Last summer, Victor hit twelve singles, ten doubles, two triples, and three home runs. How many hits did he get?

M-41 Adds sums through 999 without transferring.

Add:

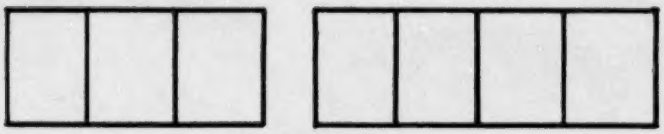
281	634	371	212	986
+305	+ 62	+218	440	+ 3
			+ 33	

M-42 Subtracts one, two and three digit numbers as high as 999, without transferring.

674	930	174	411	999
-322	-730	- 52	- 1	-999

M-43 When presented with pictures of fractional parts, identifies thirds and fourths.

Here are two chocolate bars.



Color one third of the first bar in green.

Color ¼ of the other bar in red.

M-44 Identifies fractions 1/4, 1/3, and 1/2.

What part of circle is shaded?

Circle the correct fraction.

a. 1/4 1/3 1/2

b. 1/4 1/3 1/2

c. 1/4 1/3 1/2

M-45 Recognizes that 1 is equal to 4/4, 3/3, and 2/2.

Put a T on the line next to each number sentence that is true and an N on the line next to each that is not true.

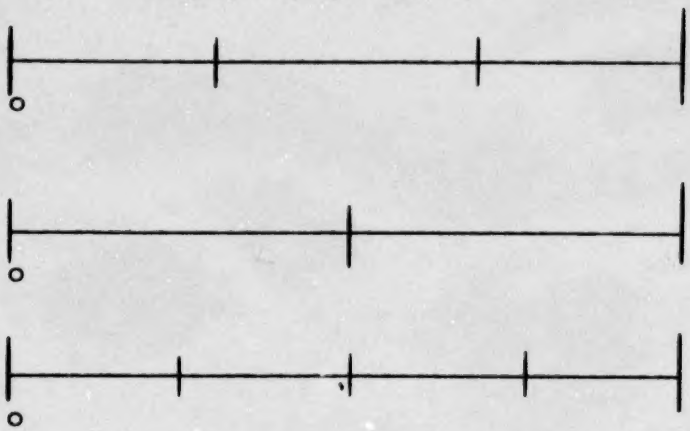
_____1/4 = 1 _____4/4 = 1 _____3/3 = 1

_____2/2 = 1 _____2/2 = 1

M-46 Indicates on the number line the correct placement of 1/2, 1/3, and 1/4 and tells whether each is less than or more than the other two fractions.

Mark each number line with a fraction.

1/4, 1/3, or 1/2



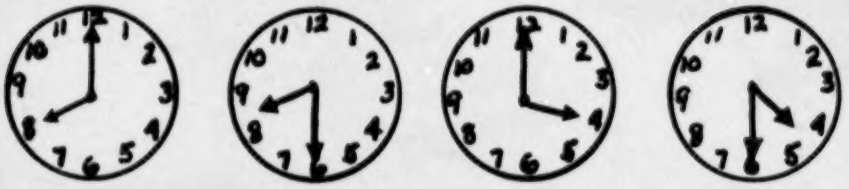
What is your favorite food?

Would you rather have 1/2 or 1/4 of a portion of it?

Would you rather have 1/2 or 1/3?

Would you rather have 1/4 or 1/3?

M-47 Tells time to the half hour.



Write the time under each clock.

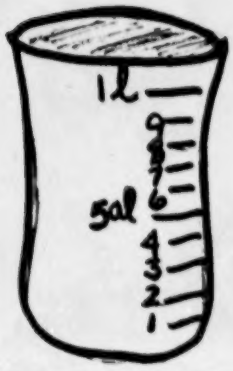
M-48 Places four randomly presented nonconsecutive numbers through 999 in correct ascending order.

32
854
127
45

Put these numbers in order from smallest to largest.

M-49 When presented with measuring cups, indicates cup, pint, quart and liter.

Draw a line between the words and pictures that go together.



1 quart

1 cup

1 pint

1 liter

M-50 Tells that a foot is 12 inches, one yard is 3 feet, or 36 inches, meter is 100 centimeters.

Fill in blanks:

1 foot = _____ inches.

one yard = _____ inches.

one yard = _____ feet.

1 meter = _____ cm.

M-51 Measures objects in feet and inches.

Use foot ruler or yard stick.

Have child measure several objects.

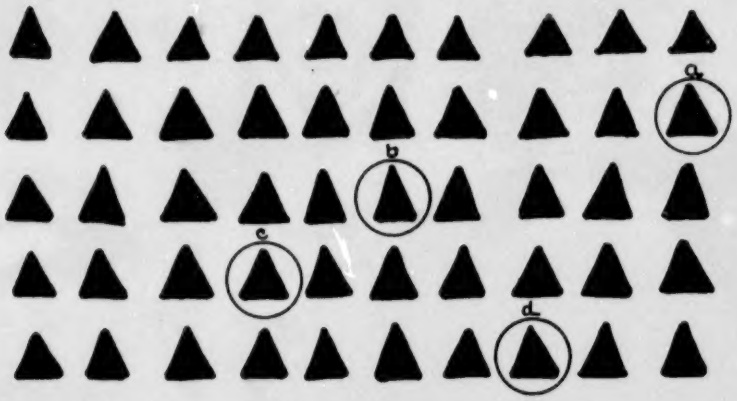
Example: Height of desk, width, length. Sheet of paper, width, length, etc.

M-52 Identifies Roman Numerals to X.

Put corresponding numeral next to the Roman Numeral.

IX _____	III _____
V _____	IV _____
II _____	X _____
VII _____	VIII _____
I _____	VI _____

M-53 When given a picture of fifty objects, identifies ordinals twentieth through fiftieth.



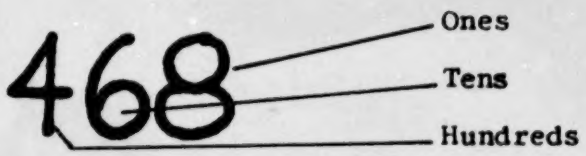
Write the ordinals for the triangles that have been circled.

a._____ c._____

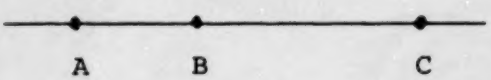
b._____ d._____

M-54 When presented with a three place number, identifies the ones, tens and hundreds places.

1. Draw a line from the place name to the number that belongs in that place.



M-55 Recognizes that a line segment is part of a line and that a line is a set of points.

1. 

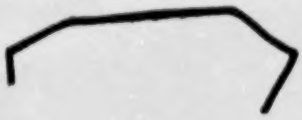
What do we call the distance from point A to point B?

What is another name for a set of points?

M-56 Distinguishes between open and closed figures.

1. Put an O under the open figures, and a C under the closed figures.

A.

C. 

B.

D.

M-57 Reads clock to 1/4 hour.

What time is it?

M-58 Identifies $1.00 bill and matches it to a set of coins.

Show pupil $1.00 bill and ask, "How much money is this?"

Then say, "Group coins into a set that will equal $1.00."

M-59 Identifies symbol $

Tell me what this is:

M-60 Makes combinations of coins to a given amount of money up to $2.00.

Show me the coins that will pay for these things. (Use play money.)

M-61 Adds two digit numbers to sums above 99, regrouping.

1.	2.	3.
36	48	22
+ 75	+ 64	19
		+ 73

M-62 Makes change from a given amount up to $.99.

John went to the store to buy cookies. They cost 27¢. He gave the storekeeper 75¢. Use the play money to decide how much change John would get.

John's change is _____.

M-63 Subtracts two digit numbers, regrouping.

a.	b.
73	91
- 48	- 85

M-64 Adds three digit numbers to a sum of 999, regrouping.

a.	b.
364	456
+ 529	+ 388

M-65 Subtracts three digit numbers, regrouping.

Solve these:

a. $\begin{array}{r} 700 \\ -\ 89 \\ \hline \end{array}$ b. $\begin{array}{r} 458 \\ -\ 399 \\ \hline \end{array}$

M-66 When presented with a four digit number, identifies the 1000 place.

Circle the digit in the thousands place in each of these numbers:

a. 4,563 b. 1,279 c. 6,845

M-67 Orders four nonconsecutive numbers thru 9999.

Put these numbers in ascending order:

684 1._____

1742 2._____

5691 3._____

22 4._____

M-68 Counts by one hundreds orally.

M-69 Counts by one thousands orally.

M-70 Adds four digits, regrouping.

$\begin{array}{r} 6342 \\ +\ 807 \\ \hline \end{array}$ $\begin{array}{r} 7059 \\ +1235 \\ \hline \end{array}$

M-71 Subtracts four digit numbers, regrouping.

Solve these:

$\begin{array}{r} 7801 \\ -\ 439 \\ \hline \end{array}$ $\begin{array}{r} 2643 \\ -\ 539 \\ \hline \end{array}$

M-72 Multiplies a one digit number by a one digit number up to nine times nine.

Solve these:

a. 6 x 8 = b. 4 x 7 = c. $\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$ d. 3 x 4 =

M-73 Divides a two digit number by a one digit number up to ninety-nine, without remainders in the quotient.

Solve these problems.

a. $9\overline{)63}$ b. $64 \div 8 =$

M-74 Multiplies any two digit number by a one digit number.

a. $\begin{array}{r} 35 \\ \times\ 8 \\ \hline \end{array}$ b. $\begin{array}{r} 74 \\ \times\ 3 \\ \hline \end{array}$

M-75 Multiplies any three digit number by a one digit number.

Solve these problems:

a. $\begin{array}{r} 247 \\ \times\ 4 \\ \hline \end{array}$ b. $\begin{array}{r} 378 \\ \times\ 6 \\ \hline \end{array}$

M-76 When presented with word problems, tells whether adding, subtracting, multiplying, or dividing is required to solve each one. Tell whether you need to: + - ÷ x

a) If I have six pieces of bubble gum that cost 2¢ each and I buy three more pieces, how much money will I have spent?

b) If I have five candies and I give one to my friend, how many will I have left to eat?

c) If I have four lollypops that I have to give to two people, how many will I give to each.

d) If I get two pencils from Mary and six pencils from John, how many pencils will I have altogether.

M-77 Identifies numerator and denominator.

1. Circle the numerator in this fraction: 3/4

2. Circle the denominator in this fraction: 2/3

M-78 Adds two fractions with the same denominator.

Solve these problems:

a. $2/10 + 6/10 =$

b. $2/4 + 1/4 =$

M-79 Subtracts two fractions with the same denominator.

Solve these problems:

a. 3/4 - 1/4 =

b. 10/12 - 8/12 =

c. 4/6 - 1/6 =

d. 7/8 - 5/8 =

M-80 Rewrites fractions 1/4, 1/5 and 1/2 as decimals.

Write these fractions as decimals.

a. 1/4 =

b. 1/5 =

c. 1/2 =

M-81 Rewrites .25, .20 and .50 as fractions.

Circle the fraction that equals the decimal:

1. .50 = a. 1/4 b. 1/5 c. 1/2

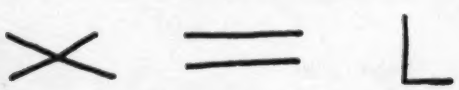
2. .25 = a. 1/2 b. 1/3 c. 1/4

3. .20 = a. 1/4 b. 1/5 c. 1/2

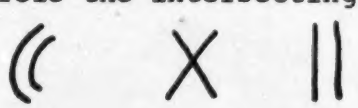
M-82 Identifies lines as:

Circle the parallel lines:

Circle the perpendicular lines:

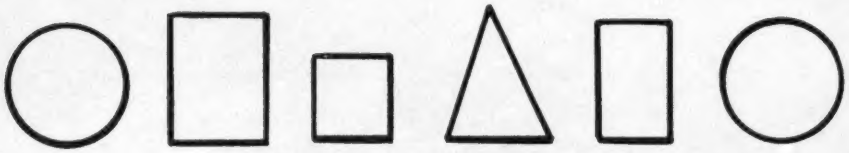


Circle the intersecting lines:



M-83 Recognizes that congruent figures have the same size and shape.

Circle the congruent figures:



M-84 Identifies right, isosceles and equilateral triangles.

Name these triangles:

(right)

(isosceles)

(equilateral)

M-85 Measures three objects to nearest half inch.

Measure these lines and write their length.

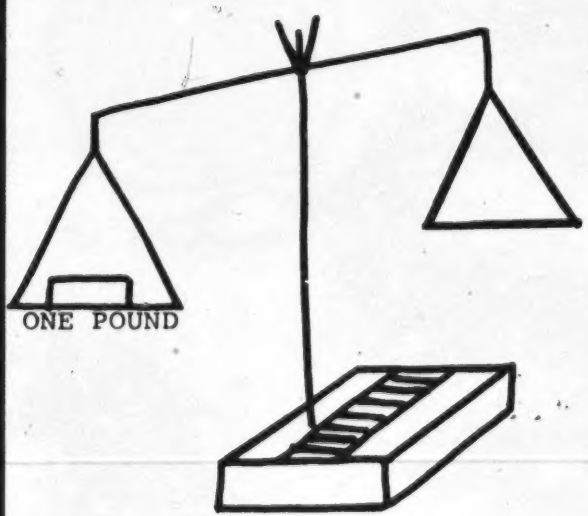
A. _____ (1/2")

B. _____ (2 1/2")

C. _____ (1 1/2")

M-86 Tells that one pound is 16 oz., and a kilogram is 1000 grams.

Draw a circle around the weights that will balance the scales:

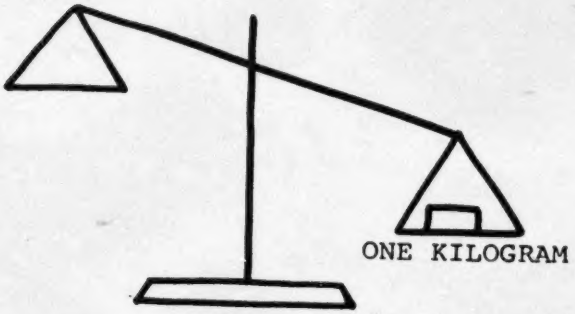


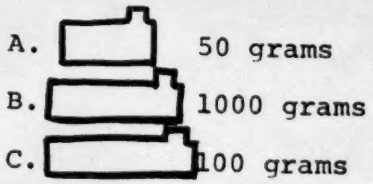
A 12 ounces

B 8 ounces

C 16 ounces

M-86 (continued)





M-87 Tells that one ton is 2000 pounds.

Circle the number that shows pounds in one ton.

A. 100 B. 2000 C. 200

M-88 Reads the clock in minutes.

Also look at clock and say, "Tell me what time it is now."

M-89 States that the year is divided into 365 days.

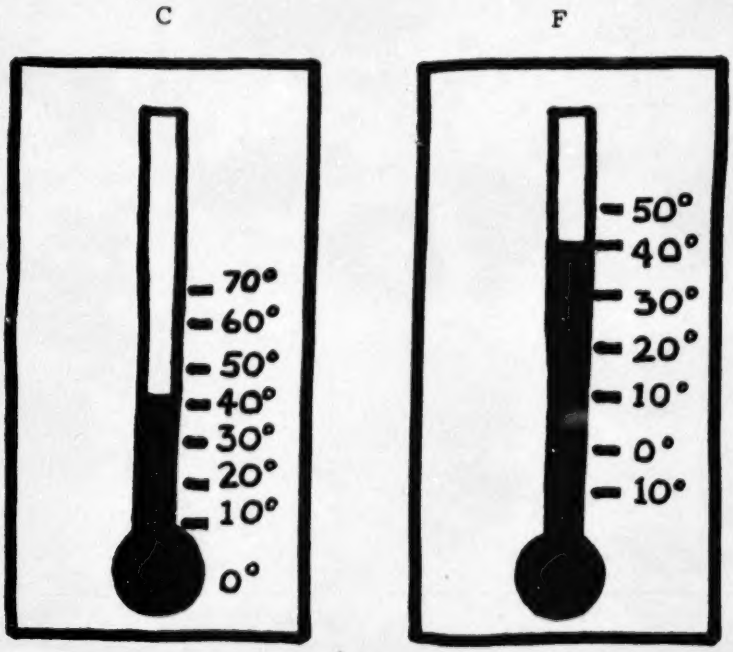
Write the number of days in a year.

M-90 States the number of days in each month.

Write the number of days in each month. (Teacher calls out months at random.)

M-91 Can read a thermometer in degrees.

Fahrenheit and Celsius



Suggested Materials for making Classification

and Seriation Test Kits

CLASSIFICATION

Set consists of 10 manilla envelopes, each envelope containing the following suggested materials.

Perf. Obj. Number	
1 and 2	Four different color sheets of construction paper cut into four 3-inch squares each.
3.	One sheet of construction paper cut into four 2-inch squares; 4 triangles 2 inches at the base; 4 circles 2 inches in diameter; 6 diamonds with 2-inch sides.
4.	One sheet of construction paper cut into four triangles with 4-inch base; four triangles with 3-inch base; and four triangles with 1½-inch base.
5.	Sheet of red felt, sheet of red sandpaper (can be colored with crayon or felt marker), sheet of red construction paper, sheet of red plastic. Each sheet is cut into four 2-inch squares.
6.	Four different color sheets of construction paper, each cut into four triangles with 2-inch base.
7.	One sheet of construction paper cut into four 2-inch squares and four diamonds with 2-inch sides.
8 and 9	Four different color sheets of construction paper cut into four squares with 2-inch sides, four circles two inches in diameter, four triangles with 2-inch base, four rectangles 2 inches x 3 inches.
10.	One of each of the following: Blue felt cut into 5-inch square. Green sandpaper, 3-inch triangle. White plastic, one-inch diameter circle. Red construction paper, 8 x 6 rectangle. Green felt, 3-inch diameter circle. White sandpaper, 5 x 3 rectangle. Blue plastic, 8-inch square. White paper, triangle with 1-inch base. Red felt, 1 x 1½ inch rectangle. Blue sandpaper, triangle with 3-inch base.

Materials: Classification and Seriation

Perf. Obj. Number	
	Blue plastic, circle 3 inches in diameter. Green paper, 1-inch square. White felt, triangle with 8-inch base. Red sandpaper, circle 1-inch diameter. Green plastic, 3 x 2 inch rectangle. Blue paper, 8-inch square.
11.	10 magazine pictures: 4 foods, 3 articles of clothing, 3 pieces of furniture.
12.	10 magazine pictures including people, animals, plants, houses, articles of clothing, toys.

SERIATION

1 and 2	One sheet of oaktag cut into five rectangles, 3 x 2, 4 x 2, 5 x 2, 6 x 2, 7 x 2.
3.	One sheet of oaktag cut into 1-inch, 1½-inch, 2-inch, 2 3/4-inch, 3-inch, 4-inch, 5-inch, 6-inch, 7-inch and 8-inch squares.
4.	10 paper dolls, ranging in height from 2 inches to 7 inches; 10 umbrella shapes cut out of the same material, ranging in height from 1 inch to 4 inches.
5.	10 upper case letters written on 2-inch squares of oaktag.
6.	Ten one and two place numerals written on 2-inch squares of oaktag.
10.	Ten words printed on 3 x 1½-inch rectangles: dog, fireman, here, into, jump, queen, ride, them, vase, x-ray.
11.	Ten words printed in 3 x 1½-inch rectangles: ball, boy, day, dog, fireman, for, ran, ride, them, to.

L-12 Sings a minimum of three songs. Demonstrates comprehension by answering orally a minimum of two questions related to each song.

EENSY WEENSY SPIDER

1. Where did the spider go?
2. What did the rain wash away?

JINGLE BELLS

1. What is it fun to ride in?
2. How many horses pulled the sleigh?

THREE BLIND MICE

1. Who did they run after?
2. How many mice?